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ABSTRACT

Developed by counselors and teachers in a workshop setting, this teaching guide should be of value in planning and implementing a course in career exploration. Designed for use in grades 8, 9, and 10, the guide presents creative ideas for the following units: (1) Know Yourself, (2) World of Work, (3) Use of Occupational Information, and (4) Career Educational Planning. Each unit includes stated objectives, suggested activities, evaluation techniques, and sources of recommended instructional materials. Arranged in a four-column format, the guide also includes check lists, illustrations, sample forms, and a publisher index. (JS)

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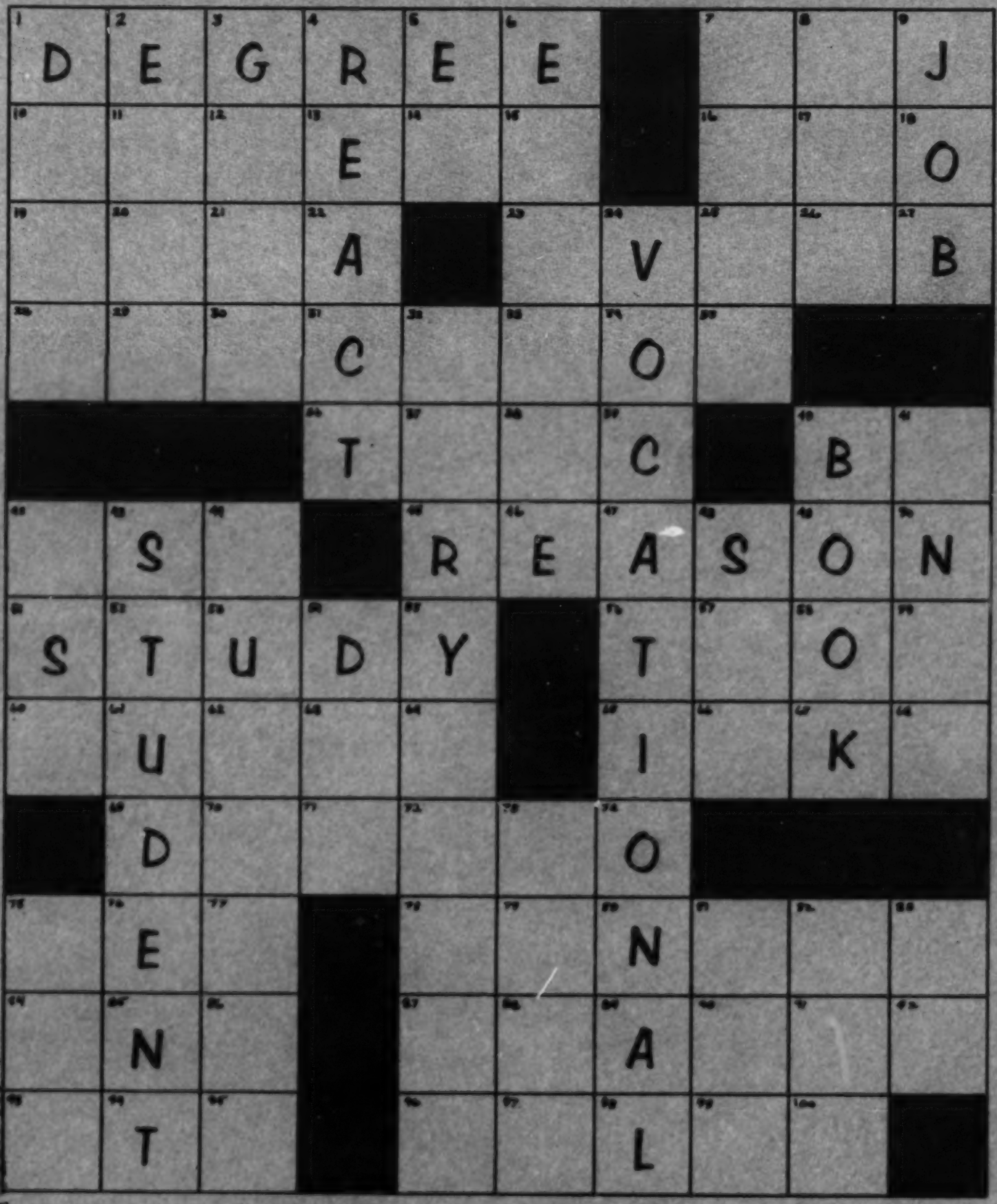
CAREER EXPLORATION

A GUIDE FOR TEACHERS



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A GUIDE FOR TEACHERS
OF
A COURSE IN CAREER EXPLORATION
Grades 8-9-10

The State Department of Education
Scott Tuxhorn, State Superintendent of Schools
The State Department of Vocational and Technical Education
Francis Tuttle, Director

State of Oklahoma
1970

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Oklahoma Vocational Research Coordinating Unit
State Department of Vocational and Technical Education
State Department of Education

The guide was developed by counselors and teachers in a workshop sponsored by the above indicated agencies. The subject matter of the workshop was divided into four (4) units. Unit committee chairmen were Clyde Kitchens, Counselor, Red Oak; Jo Ann Watson, Counselor, Chickasha; Dean Underwood, Principal, Moore; and Lloyd Brownsworth, Assistant Director, Enid, O. T. Autry Area Vocational-Technical Center.

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This is the second addition of Career Exploration revised by a committee of teachers in June, 1970. Appreciation is expressed to:

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Kelly Hampton, Jay

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INTRODUCTION

In the spiraling kaleidoscope of our century, knowledge of swiftly changing job patterns, population mobility patterns, and shifting cultural patterns seem imperative if each individual is to develop a satisfactory life style. It would be difficult to explore the vast area of career development without first looking at the personal uniqueness of each individual; current and reliable information about job families; supply and demand of occupational fields; future trends and predictions; resources, schools, and agencies for training and self-improvement; and economic and status factors associated with each job.

This guide is designed for use by teachers to plan and implement a course in exploration of careers. It is felt that the course suggestions would be most practical for grades 8, 9, or 10. The guide is <u>not designed as a textbook</u>, but rather as a group of creative ideas and recommendations to assist the Oklahoma public school teacher to plan a course designed to fit the needs of his students to meet the challenges of the future. All of the units may be used or only that part which is applicable to a specific situation. Each teacher and his students may develop different creative activities, other objectives, other evaluative procedures, and other references and resources more appropriate and interesting to his class.

The total process of career development is a lifetime process. In some schools in Oklahoma, introduction to the world of work is a developmental program beginning with kindergarten and continuing through elementary school. From these schools, pupils entering junior high will have a more comprehensive background and be ready for a more sophisticated course. In other schools in Oklahoma, this exploration course in careers will be the first planned approach for the student.

In this guide VOCATIONS assume the broadest connotation of the word encompassing all occupations with the concomitant affective characteristics necessary to the complete satisfaction of the individual in his career life. SKILL also has the broad connotation of including any proficiency acquired in any occupational field. If the focus in any career development course is on both cognitive and affective outcomes, then not only vocational information but also concepts, ideas, attitudes, and values will be important behavioral outcomes.

It is the responsibility of the school as a vital force in the life of every child to provide him an opportunity for exploring and attaining knowledge about his future. Eventual choices each individual will make hinge upon his personal acceptance of the responsibilities of those choices, his satisfactory adjustment of himself, and his work with the demands of society.

Conservation of human resources depends upon the logical occupational decisions of individuals. Our American democracy in this advancing technological and automational age may well rest on the conservation of our human resources.

know yourself

KNOW YOURSELF

Introduction

Growing up today is difficult! Preparation and successful entry into the world of work is a complex task. Schools must help youth understand the opportunities and demands of the society in relationship to their interests and qualifications--and to plan accordingly. They must realize basic personal qualities such as interests, general and special aptitudes, mental and physical capacities, attitudes, values or life styles, talents, academic progress, and social and emotional needs. Other qualities unique for the individual are family life, study habits, aspirations, realistic concepts about self, idealistic concepts about self, concepts of others about the individual, preferences, habits, human relations skills, and experiences. All are factors which have a great impact on behavior and which influence the kinds of alternatives that are explored by the student to establish short-term goals and long-term plans.

The intent of this section is to provide a flexible structure which will facilitate--for the student--involvement, thought, discussion, and fact-finding discoveries regarding the relationship between socio-personal growth and career development. It is this kind of structure in which each student may work toward becoming the best person it is possible for him to become, toward making his finest contribution to society, and toward learning to live and work cooperatively. Young people develop in three areas; i.e., physical, mental, and social. Social maturity, the nucleus of personal development, encompasses the ability to get along with people, ability to make decisions, and ability to adjust to new ideas. Personal

development includes evaluating self, exploring interests, correlating interests and careers, considering choices and non-intellectual influences, and relating all of these to the world of work for the individual student. This instructional process motivates social maturity and facilitates responsible occupational choices.

GENERAL OBJECTIVES

1. To teach the importance of knowing one's self--interests, present abilities, achievements, and aspirations

2. To aid the student in learning to appraise those factors as they relate to him in his quest for a career

3. To aid each student in discovering and developing his interests, skills, personality, and value system

4. To provide learning experiences designed to show how various characteristics are related to job success

5. To develop an understanding of one's self that will lead to responsible occupational decisions

GENERAL OBJECTIVE # 1: TO TEACH THE IMPORTANCE OF KNOWING ONE'S SELF - INTERESTS, PRESENT ABILITIES, ACHIEVEMENTS, AND ASPIRATIONS

SPECIFIC OBJECTIVE	ACTIVITY
To help the students assess their strengths and limitations in relation to vocational and educational possibilities	Introduce this objective with information from introduction. (Pages 5 and 6)
To motivate, stimulate, and direct students to seek their goals in life	Have students list and discuss some of their goals in life.
To show relationship which exists between individuals' personal qualities and successful careers	Discuss possible relationships which could exist among a persons' abilities, personal feelings, and ambitions.

EVALUATION	RESOURCE
Observe students' reactions to "why they should know themselves."	Film: "The Big Question," 16 mm., color, Association Films, Inc. Book: Handbook of Women Workers, #294, United States Department of Labor.

GENERAL OBJECTIVE # 2: TO AID THE STUDENT IN LEARNING TO APPRAISE THOSE FACTORS AS THEY RELATE TO HIM IN HIS QUEST FOR A CAREER

SPECIFIC OBJECTIVE	ACTIVITY
To become aware that the real test of <u>personality</u> is what others think of you	Personality: Those characteristics of a person which make him different from another person. Personality makes a person an "individual" not a "thing." Have class suggest several different kinds of personality traits and list on chalkboard. Discuss why each is important to job success.
To develop the understanding that everyone has a picture of himself as he is and as he would like to be (He should also be aware that others have formed a picture of him.)	Have student complete "Self-Picture Check List" as he feels he is. (Page 14) Discuss: 1. Does a person's self-picture influence a person's behavior? 2. Are you satisfied with your own self-picture as it is now? Have student complete "Self-Picture Check List" in the manner he would like to be. (Page 14) Discuss: 1. How do the two lists differ? 2. How are they alike? 3. What can you do to become more like what you would like to be? 4. Do you have the power to achieve the desired changes as reflected by this list? Optional student exercise: Have "Self-Picture Check List" completed by a friend and another by an adult. Let student make self-analysis on the basis of the information obtained from these lists. (Page 14)
To establish an idea of personal ideals in life	Have students write a personality sketch of someone they admire or someone they would prefer to be like. (Note: Consider this individual "off-the-job" as well as "on-the-job.")

EVALUATION	RESOURCE
It is suggested that personality inventories not be used by the teacher as a means to help students understand themselves. This type test is best utilized in research activities. Class discussion with students listing and describing personality traits important to job success	Books: Carnegie, Dale, How to Win Friends and Influence People, Simon and Schuster, Inc., 1936. Editors of Milady Publishing Company, Personally Yours, Milady Publishing Company, 1966. (Paperback) Ganley, Arnold L., and George S. Elias, Knowing Yourself, McGraw-Hill Book Company, Webster Division, 1966. Peterson, Eleanor M., Successful Living, Allyn and Bacon, Inc., 1964. Bulletins: Science Research Associates Your Personality and Your Job, 1960. Exploring Your Personality Understanding Yourself What Tests Can Tell You About You, 1961. Films: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. "Getting a Job Is a Job," 16mm., 17 minutes, color. "Where the Action Is," 16mm., 28 minutes, color.

GENERAL OBJECTIVE # 2 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To discover why a good attitude in dealing with people gives the student a competitive advantage in the world of work To make sure that the student realizes that certain traits are important from a career standpoint, such as: ambition, cheerfulness, honesty, perseverance, initiative, respect for others, etc.	Discuss the attitudes necessary for on-the-job success. Organize a panel discussion on temperament in relation to various occupations. Discuss "perseverance." 1. Have students analyze themselves as to their ability to "stick-to-a-job." 2. List several jobs that require one to be above average in perseverance. Have students develop skits emphasizing self-improvement by comparing undesirable traits with desirable traits. Analyze the following jobs in terms of personality traits needed for success. 1. Astronaut 2. Doctor 3. Lawyer 4. Bookkeeper 5. Minister 6. Watch repairman 7. Plumber

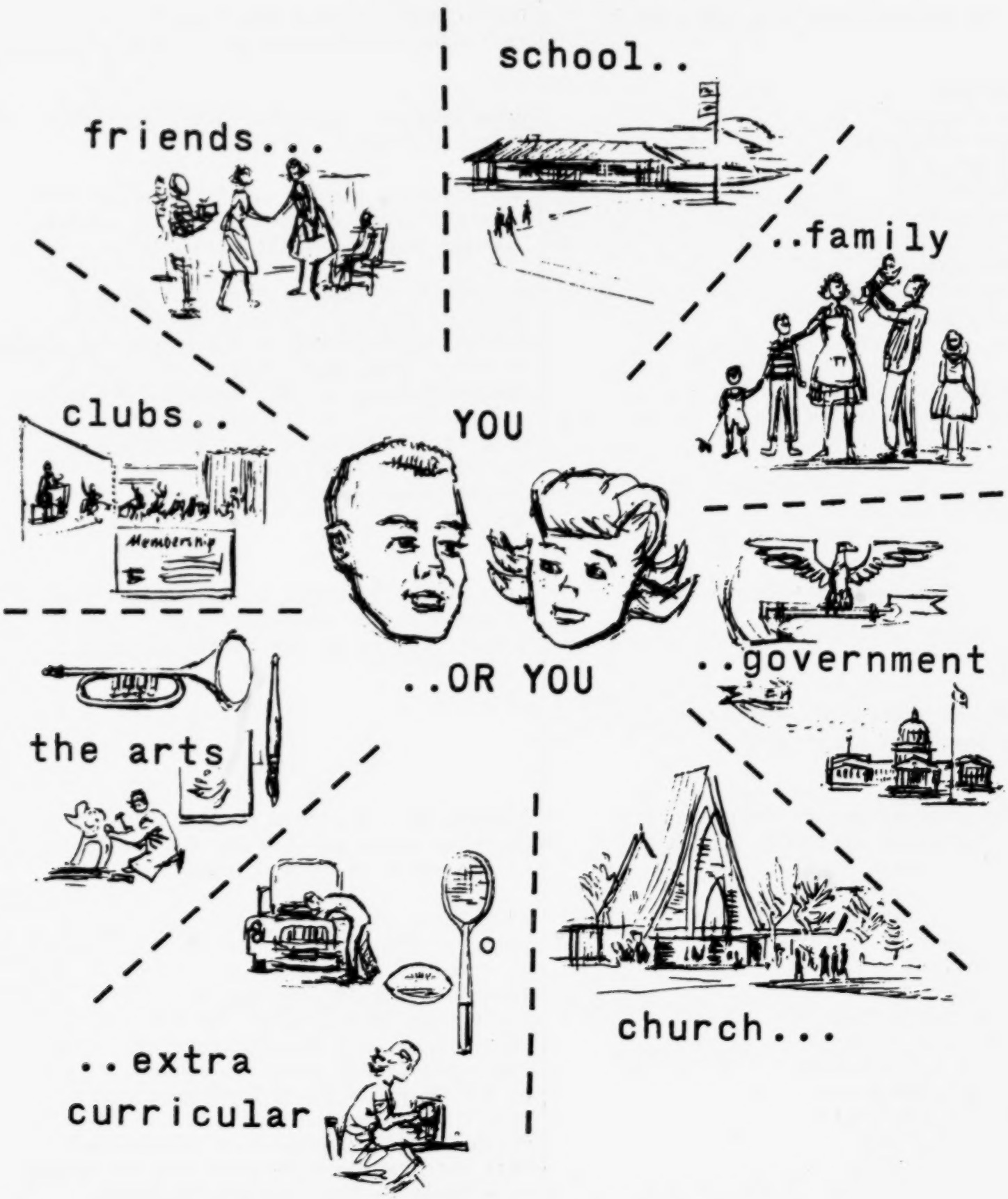
EVALUATION	RESOURCE
Have students evaluate the following chart. OF 10 WORKERS WHO LOSE THEIR JOBS 	Cassettes: "World of Work," 15 tapes, worksheets, Educational Resources, Inc., Division of Educational Design, Inc.

SELF-PICTURE CHECKLIST

Place an "X" in the column which best describes the student.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

IMPORTANT INFLUENCES THAT HELP US BUILD OUR OWN VALUES AND STANDARDS



GENERAL OBJECTIVE # 3: TO AID EACH STUDENT IN DISCOVERING AND DEVELOPING HIS INTERESTS, SKILLS, PERSONALITY, AND VALUE SYSTEM

SPECIFIC OBJECTIVE	ACTIVITY
To help the student know his types of interest a. Outdoor b. Mechanical c. Computational d. Scientific e. Persuasive f. Artistic g. Literary h. Musical i. Social service j. Clerical	Use as introduction the "Teacher's Overview to Student Self-Appraisal." (Pages 22 and 23) Have students complete "Self-Appraisal Interest Chart." (Page 24) Let students list occupations which might relate to each of these types of interest. Discuss their lists in class.
To determine that interests are not aptitudes but are indicators of satisfaction	Administer the Kuder Form E - General Interest Survey. This interest inventory may be administered by the classroom teacher. If the teacher has not had training in interpretation of this survey, he should ask for help from the guidance counselor or other trained personnel. Individual profiles should be completed and each student made aware of the implications therein.
To realize that interests change during a lifetime	Have students recall activities he used to enjoy but no longer is interested in, and activities he has recently become interested in.
To understand the value of hobbies and how they may lead to a vocation	
To create an awareness in students of the many different aptitudes possessed by each individual a. General learning aptitude b. Verbal c. Numerical d. Spatial e. Form perception f. Clerical perception g. Motor coordination h. Finger dexterity i. Manual dexterity	Discuss with students the meanings of each of these areas and how each aptitude relates to the world of work. (Page 29) Administer the General Aptitude Test Battery. The guidance counselor should be asked to administer and interpret this test to students. Do not attempt to administer or interpret the G.A.T.B. yourself without proper training. Training sessions are given to counselors by the Oklahoma State Employment Security Commission and the Guidance Division of the State Department of Education. Test material is furnished free of charge to schools by the Guidance Division.

EVALUATION	RESOURCE
Personal observation of student participation in activities	Bulletins: Haldeman, Edward G., et al., Finding Your Orbit, Chronical Guidance Publications, Inc., 1963. Paulson, Blanche B., Discovering Your Real Interests, Science Research Associates, Inc., 1961. _____, Discovering Myself, American Guidance Service, Inc., 1962. Lifton, Walter M., Keys to Vocational Decisions, Science Research Associates, Inc., 1964.
Interpret the individual test results with the student's self-appraisal chart.	Tests: Kuder Form E - General Interest Survey, Science Research Associates, Inc. Kuder Form DD - General Interest Survey, Science Research Associates, Inc.
How well does the student understand his own aptitudes?	Book: Peterson, Eleanor, Successful Living, Allyn and Bacon, Inc., 1959. Test: General Aptitude Test Battery, U.S. Department of Labor. (Can be obtained from Oklahoma State Department of Education, Guidance Division or the Oklahoma State Employment Security Commission.)

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To show the relationship of aptitude to job clusters	Match G.A.T.B. scores with occupational aptitude patterns suggested in the Administration Manual of the G.A.T.B.
To aid the student in knowing his physical characteristics and relating them to occupational areas:	Point out that all people are different. Let the class observe each other and note ways in which people differ physically. Stop after a few differences have been named and give the group ten minutes to list all the different physical traits they can think of. This list should be kept in their class notebook for future reference.
a. Age	Have students name jobs that they are too old or too young to perform. Have students list some things they can do in the next five to ten years to prepare for the future.
b. Height and weight	Determine student's proper weight according to age, height, and sex. A resource person such as a school doctor or nurse may be brought in to discuss the importance of these characteristics to the general well-being of the individual. Occupations in which these characteristics may be a factor include basketball player, air-line stewardess, highway patrolman, etc.
c. Eyesight	Have school or public health personnel administer eye tests. Suggest methods of caring for eyesight. Have students list 20-25 jobs which require good eyesight. Name jobs available to persons with poor eyesight.
d. Hearing	Engage in same activities for hearing as listed under eyesight.

EVALUATION	RESOURCE
Does he relate these scores to certain job clusters?	Books: Belman, Harry S., and Bruce Shertze, My Career Guidebook, Bruce Publishing Company, 1967. Neugarten, Bernice L., et al., Planning My Future, American Guidance Service, Inc. Pamphlets: Science Research Associates, Inc. All About You Discovering Your Real Interests Finding Out About Ourselves

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
e. Voice	Use a tape recorder to record each student's voice and let him listen to himself. Discuss jobs in which the voice plays a significant role.
f. General health	Center discussion on eating habits, sleeping habits, exercise, etc. Stress the fact that healthy workers are more productive workers. Added activities: Have students analyze the following jobs in terms of physical characteristics essential to success. 1. Farmer 2. Truck driver 3. Secretary 4. Fireman 5. Nurse 6. Lawyer 7. Policeman 8. Teacher 9. Mechanic 10. Engineer 11. Newscaster 12. Carpenter

EVALUATION	RESOURCE
The evaluation should be made in light of the extent of participation of each student in the activities presented to the class.	Pamphlet: Where to Get Health Career Information, National Health Council. A resource for health charts and materials may be the home economics teacher, the public health nurse, a doctor, or the Oklahoma State Department of Health.

TEACHER'S OVERVIEW TO STUDENT SELF-APPRAISAL

You may be wondering why you are being asked to look at yourself when you may feel that you, above all people, know the most about the person you are. We all feel that we know ourselves pretty well and that most of the time we could give the reasons for what we do and say.

Actually, however, human beings are not always easy to understand. Stop and think a moment. Aren't there many times when you have acted a certain way or had certain feelings and couldn't be sure why?
You may recall times when things were going very well, yet you just became "moody" for no apparent reason. Also, as with all of us, you have met some people you liked very much right away, others who didn't impress you at all, and in neither case could you really say why.

Most of us have moods once in a while and experience likes and dislikes for different people, activities, and situations. These individual reactions are all considered "normal"; they make up your personality which is everything that makes you an individual, differing in certain ways from everyone else. Your personality is not fixed for all times; it develops through the years. Every new problem you have helps form your personality.

Since personality influences everything you do, including your relationship with people and the world about you, it is important to take a good look at this whole <u>YOU</u>. By beginning to know more about yourself you can learn how you feel about others and in turn learn how others feel about you. You can get a better idea of things that really interest you, and what you are best fitted to do--in future years in school and perhaps in the occupation that you will choose.

You can make a start toward learning more about yourself, why you behave the way you do, and what kind of a future to plan for by examining some features of your personality as you see it, and as you would like it to be. A "Self-Picture Check List" is provided to help you do this. You may use it first to tell how you think you actually are; the second time you may use it to tell how you would like to be. The more honest you are with yourself, the clearer your own picture will become.

Most of us are a little afraid of the things we do not know about, and this causes us to hesitate in making decisions or taking action. The picture you have of yourself works in the same way. As you know yourself better, you will be better able to make decisions and to act upon your goals. Why don't you get better acquainted with <u>YOU</u>!

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you like best and some you like least.

1. IN SCHOOL --

   Subjects I like best:

   Subjects I like least:

2. OUTSIDE OF SCHOOL --

3. THINGS I WILL DO WHEN I CAN DO AS I CHOOSE --

4. SOME THINGS I HAVE NEVER DONE BUT WOULD LIKE TO DO --

5. SOME JOBS I HAVE HELD, EITHER FOR PAY OR ON A VOLUNTARY BASIS --

   Things I liked about these jobs:

   Things I disliked about these jobs:

6. MY HOBBIES --

SAMPLE SELF-EVALUATION OUTLINE

Health

1. Are you in good health?

2. Do you have any physical, emotional, or other handicaps that may influence your career choice or job possibilities?

3. Are there any working conditions which you must avoid for health reasons; i.e., dampness, extreme heat, travel, high elevation, etc.?

Interests

1. What are your hobbies?

2. What clubs do you enjoy?

3. What clubs or groups have you joined that you did not enjoy?

4. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?

5. What are your favorite subjects in school?

6. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?

7. What kinds of contests or competitions have you entered?

8. Do you spend most of your free time indoors or outdoors?

9. In what kinds of activities have you shown the most ability?

10. In what kinds of activities are you most interested?

Abilities

1. In what subjects do you receive the best grades? In what courses have you received the poorest grades?

2. Have you taken any psychological tests that indicated particular aptitudes?

3. Has a teacher or school counselor ever told you that you have ability in some specific area?

4. Ask your parents, teachers, counselor, previous employer, and friends what they think your best aptitudes are and jot down the answers.

5. Have you ever been chosen to lead or participate in a special project, event, or activity?

6. Do you excel in any sports?

7. Do you have any special talents, such as music, art, or debate?

8. Have you won any contests, or have you had your work published or exhibited?

9. Do your friends frequently ask for your advice or help on a particular subject; i.e., car repairs, clothes, photography, cooking, etc.?

10. Have you learned any special skills such as typing, shorthand, or key-punching?

11. Do you know how to operate a particular type of machinery such as a lathe, a presser, an electric drill, or a calculator? If the answer is "yes," give details.

Personality Characteristics

1. Do you get along well with others?

2. Do you make friends easily?

3. Do you prefer to work alone?

4. Are you good at leading others, or do you work better when duties are carefully laid out for you?

5. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?

6. Are you nervous and restless?

7. Is it difficult to get you to do or finish your work?

8. Are you (most of the time) patient? dependable? easygoing?

9. Do you become deeply hurt when someone criticizes your efforts?

10. Do you have a good sense of humor? Can you take a little good-natured teasing?

11. Are you a good sport? Can you lose gracefully without being bitter?

12. Can you take advice? Are you always giving it?

13. Do you worry a great deal? Can you relax?

14. Do you find it difficult to take supervision or accept authority?

15. Are you interested in other people and what they think?

16. How neat is your appearance?

17. Have you often been accused of being selfish or egotistical?

18. Are you able to assume responsibility?

19. Can you work under pressure without its affecting your work?

20. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?

21. What kind of person do you get along with best?

OUTLINE FOR AUTOBIOGRAPHY

I. Early life

   A. Where and when born

   B. Earliest remembrances

   C. Early experiences

II. Family

   A. Size of family

   B. Number of brothers and sisters

   C. Favorite family pastime

III. Friends

   A. Who they are

   B. Things we do together

IV. School experiences

   A. Early school life (1 through 5)

   B. Recent school experience (5 through 8)

V. Likes and dislikes

   A. Likes

   B. Dislikes

VI. Goals for the future

   A. Educational

   B. Occupational

   C. Other

DEFINITIONS OF APTITUDES[1]

General Learning Ability--The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

Verbal--Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

Numerical--Ability to perform arithmetic operations quickly and accurately.

Spatial--Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions or to think visually of geometric forms.

Form Perception--Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception--Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination--Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

Finger Dexterity--Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

Manual Dexterity--Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

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[1] Estimates of Worker Trait Requirements for 4,000 Jobs, Department of Labor, U.S. Employment Service, Washington, D.C.: U.S. Government Printing Office, 1955.

GENERAL OBJECTIVE # 4: TO PROVIDE LEARNING EXPERIENCES DESIGNED TO SHOW HOW VARIOUS CHARACTERISTICS ARE RELATED TO JOB SUCCESS

SPECIFIC OBJECTIVE	ACTIVITY
To make the student aware that a combination of abilities enters into the selection of a vocation a. Concrete--performance skills b. Abstract--academic c. Social	Explore student's ability in terms of what he can do well.
To help the student understand the scope of his abilities and achievements	Administer a standardized achievement test if no recent scores are available. Several good tests are on the market.
a. Explain purpose of cumulative records	
b. Explain what grades may tell about the student	Select areas in which greatest strengths may lie. Have student complete "Looking at my Grades." (Page 34)
c. Guide student in appraising his own achievement scores	Complete "Achievement Record" expressing scores in percentile or stanine score. (Page 35)
	Review results of mental ability test with each student. Interpret each score in terms of percentile rank or stanine score. If recent test scores (within the last year or so) are not available, a test should be administered.
To help the student realize the relationship between success in school subjects and certain jobs	Have student complete "School Subjects and Jobs." (Page 37)
To help the student evaluate and improve study habits	Have student complete "Analyzing My Study Habits." (Page 37)
	Develop good study habits through: 1. Supervised oral and written reports, 2. Acceptance of correct and approved patterns for reporting, writing, speaking, listening, and reading.

EVALUATION	RESOURCE
	Book: A Guide for Developmental Vocational Guidance, The Oklahoma State Department of Education, 1968. Pamphlets: Standardized Tests, American Guidance Service. Achievement Series, Science Research Associates, Inc., 1968. Tests: Science Research Associates, 1968. Test of Educational Ability Test of General Ability Primary Mental Abilities Test

GENERAL OBJECTIVE # 4 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To help the student realize that success or failure in the world today depends on how effectively he uses his communication skills	
To explore the relationship of good grooming to prospective employment	Have panel of employers define expectations relating to manner, dress, work habits, attitudes, etc.
To focus attention on the importance of one's personal appearance and appropriate dress for different occasions	Have students read reference material and answer questions on such areas as: 1. Courtesy 2. Etiquette 3. Personal appearance 4. Clothes 5. Grooming 6. Cleanliness 7. Social communication
To realize that the knowledge and the practice of good grooming and good manners are essential to a desirable personality	
To become aware that the real test of personality depends on how others see you and on what they think of you	

EVALUATION	RESOURCE
Have a "dress-up day" for students to display acquired information.	Filmstrips: Oklahoma State Department of Vocational and Technical Education, Home Economics Division. "Adolescent Revolt" "Need to Belong" "Being an Individual" (These films may be purchased from the Fairview Audio-Visual Company.)
Have students act out various aspects of proper manners.	Books: Russson, Allien R., Business Behavior, Southwestern Publishing Co., 1964. Whitcomb, Helen, and Rosalind Long, Charm, McGraw-Hill Book Co., Gregg Division, 1964. James, Barry, Call Me Mister, Milady Publishing Co., 1966. Allen, Betty, and Mitchell P. Briggs, Mind Your Manners, J. B. Lippincott Co., 1964. Beery, M., Manners Made Easy, McGraw-Hill Book Co., Gregg Division. Hawes, Elizabeth, Good Grooming, Little, Brown and Co., 1942. Avon National Dairy Council

CHECK SHEET--LOOKING AT MY GRADES

To the student:

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades I received last year were in_____

_____

2. What do these grades tell you about how hard you tried in these classes?

_____

3. In which subject did you work the hardest?_____

_____

4. What do your grades tell you about your ability to memorize things?_____

_____

5. How did your grades measure your study habits?_____

_____

6. How did your reading skill affect your grades?_____

_____

7. In which subjects do you usually get the highest grades?_____

_____

8. In which subjects do you get the lowest grades?_____

_____

9. In which subjects do you have the highest interest?_____

_____

_____

ACHIEVEMENT RECORD

Achievement Test Record

Name of test(s) _____ _____

Subjects Tested	Percentile Scores			
	7th Grade	8th Grade	9th Grade	10th Grade
Reading				
Mathematics				
Science				
Language English Spelling				
Social Studies				
Study Skills				
Listening				
Writing				

Other Abilities Not Measured by Test Scores

	Lower 25th %ile	Middle 50th %ile	Upper 25th %ile
To do technical schoolwork			
To learn to use tools and machines			
To get along with people			
To describe or explain in writing			
To appear before audiences			
To participate in physical activities			
To depict, design, or draw			
To organize and plan			
To do the same thing over and over			

Achievement Record (continued)

Directions: Think of your achievement test scores and see how many of these you can answer.

1. My greatest improvement has been in _____

_____

2. My highest performance has generally been in _____

This is because _____

_____

3. My lowest performance has been in _____

_____

4. I have trouble in these subjects because _____

_____

5. The subjects I think I can improve in are _____

_____

This is because _____

_____

SCHOOL SUBJECTS AND JOBS

	Speech	English	Writing	Math	Science	Social Studies	Art	Music	Other
Carpenter									
Sales Person									
Lawyer									
Dental Technician									
(Fill in other job)									

Make code entries on chart

Code:

E - Essential — Subject matter is absolutely necessary for success in the job or for the completion of educational requirements for the job.

I - Important — The subject matter is important to success on the job, although it may not always be an absolute requirement.

U - Useful — The subject is very useful for the job and is usually directly related.

S - Somewhat Useful — The subject is somewhat useful for the job.

ANALYZING MY STUDY HABITS

STUDY HABITS	YES	SOMETIMES	NO
1. Do I know the assignment exactly?			
2. Do I keep an assignment notebook?			
3. Do I have definite hours set aside for study?			
4. Do I have a definite place at home set aside for study?			
5. Do I have trouble getting started?			
6. Do I make notes of the important points in the assigned material as I study?			
7. Do I review my lessons briefly before going to class?			
8. Do I complete assignments on time?			
9. Do I collect the necessary materials before I begin to study?			
10. Do I waste time?			
11. Do I find myself daydreaming while I study?			
12. Do I check over major topical headings before reading the material that follows?			
13. Do I recall main points as I study?			
14. Do I have confidence in my ability to master the subject matter?			

How may I improve my study habits?_____

_____

_____

_____

_____

_____

GENERAL OBJECTIVE # 5: TO DEVELOP AN UNDERSTANDING OF ONE'S SELF THAT WILL LEAD TO RESPONSIBLE OCCUPATIONAL DECISIONS

SPECIFIC OBJECTIVE	ACTIVITY
To help the student culminate knowledge acquired about himself and develop tentative goals for educational and occupational planning	Stimulate thinking about goals by using teacher's overview for discussing goals. (Pages 40 and 41) Have students complete "Charting My Goals" and "My Selected Goals." (Pages 42 and 43) Request students to write an autobiography using autobiographical outline. (Page 28)

EVALUATION	RESOURCE
Review forms to determine sincerity and realistic feelings of students towards their future.	

TEACHER'S OVERVIEW FOR DISCUSSION: MY GOALS

"What do I want to do with my life?" "What seems important to me?" "What do I want to be doing ten years from now?" You may not have ready answers to these questions. Many decisions have to be made before and after you make a realistic vocational choice. Included among these are decisions that will be made as you evaluate various alternative choices and as you formulate specific plans for accomplishing your decision. Thus, much of vocational guidance is centered on the decision-making process.

Your current school years are important to your future occupation and way of life. A boy or girl your age can be aware of this and can begin the process of intelligently choosing occupational areas, making educational plans, and learning to think things out in order to make the best choices possible at the time.

Thoughtful choices now, and as you go along, will give you greater freedom of choice later when you very much want to do certain things. Failure to make such choices can limit you in the things you do later.

Usually, you can make better choices for yourself if you have enough of the right information. In making plans for your future education and work, you might ask yourself the following three questions to find out if you do have enough of the right information for making responsible decisions.

1. Do I know enough about myself? What are my interests, abilities, achievements, and values; what are my strengths and my weaknesses; what are my likes, my dislikes; what are the things I want most? To answer these questions, I need accurate information about myself.

2. Do I know about careers and their relationship to my characteristics and qualifications? What kinds of jobs exist now and will probably

exist in the future that I might be able to choose from? What kinds of schools and other means of training exist that might prepare me for the job I choose? What changes have been taking place in jobs and education, and how do these changes affect me? To answer these questions, I need varied information from many sources.

3. Do I know what I really want to do? What are the goals I can define for myself? (I may have several goals, and they will grow and change as I grow and change.) To answer these, I need accurate information about myself and about the world of work; I need to know how to relate the two.

Keeping in mind your aptitudes, interests, and achievements, make a list of realistic goals using "Charting My Goals" (page 42) as a guideline.

CHARTING MY GOALS

These may be tentative or definite. Underline those you think of as definite.

GOALS	Educational	Vocational	Interests and Hobbies	Others (Home life, spiritual, social, etc.)
Immediate (Today, this week, or this month)				
Intermediate (This semester or this year)				
Long Range Next Year Two Years Five Years Ten Years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you now and work it out in more detail on the next chart, "My Selected Goal."

MY SELECTED GOAL

My Plan

1. One big goal that I really want to accomplish is:_____

_____

2. Here is how I am going to make progress toward this goal:_____

_____

_____

_____

3. My deadline to turn this plan into reality is:_____

4. Here are abilities and skills that I have that will help me achieve this goal:_____

_____

_____

_____

5. I have detailed knowledge of the following subjects that will help me reach my goal:_____

_____

6. Here are areas in which I need more information, help, skill, and knowledge:_____

_____

7. Here are places to go and people to see for gaining knowledge, acquiring information, and mastering skills: _____

_____

_____

8. Here is the first step I am going to take (this week!):_____

_____

9. My next three main steps will be as follows:

   a. _____

   b. _____

   c. _____

10. My deadline for completing these three steps is: _____

After you have written down the goal which you feel you would like to achieve, consider the following:

Some people set goals which are lower than those they could achieve.

Some people set goals which are too high for their abilities.

Some people set goals which don't fit their strong points.

Some people set goals which are right for them, but they don't know how to achieve these goals.

In the experiences that are to follow, you will see how the information you have about yourself and the world about you can influence the goals which you set and also your knowledge of how to achieve them.

world of work

WORLD OF WORK

Introduction

With the twenty-first century upon us, every citizen who hopes to play a productive role in our society must have occupational training of a definite nature that will allow him to successfully pursue his career. Startling changes in science and technology are upon us. These changes will "wipe out" some jobs and create others.

If we are going to move into the future without hesitation, we must change our function and our aims. We must do more than provide a job skill. We must provide a broad education as well as a marketable skill to meet the needs of the time. Vocational education should make possible a smooth transition from public school to work in terms of our national and individual welfare. It must make students aware of various work opportunities and occupational categories in preparation for job entry. The person's role in society is determined largely by his work role, thus occupational education is a fundamental necessity to the individual's welfare.

We need to engineer student experiences and occupational information so that a student's daily experience is more meaningful and effective.

Each person must merit his place in society and make his contribution to society. Each person should keep in mind the simple fact that collectively we constitute a society. It is the responsibility of each of us to prepare and continually improve our competencies. We should be dedicated to the concept of improvement to the limit of our abilities and interests.

All students should get enough experience in working and studying to understand that this will be the normal procedure throughout their working life. Schools, at present, attempt to educate the majority for college entrance, but only a minority graduate with a degree.[1]

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[1]Education for a Changing World, U.S. Department of Health, Education, and Welfare, p. 17.

GENERAL OBJECTIVES

1. To help students gain a better knowledge, understanding, and appreciation of the changing employment patterns and opportunities in the world of work

2. To acquaint students with the major occupational areas in the world of work

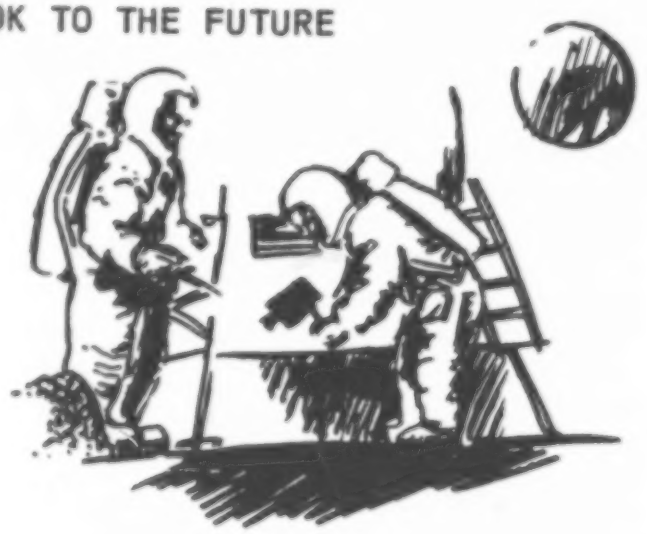
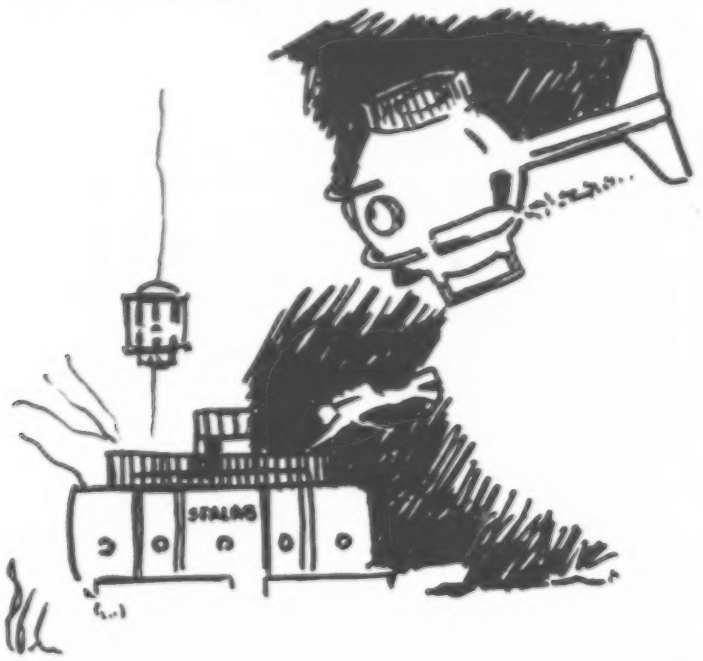
3. To help students develop desirable attitudes toward work and to appreciate the dignity of every occupation

4. To provide the students with opportunities to acquaint themselves with the American economic system in relation to their future career development, the ways in which it provides jobs, and the relationship of a changing economy to that development

5. To aid the students in selection of work they can relate in several ways to their occupational aptitudes and interests

GENERAL OBJECTIVE # 1: TO HELP STUDENTS GAIN A BETTER KNOWLEDGE, UNDERSTANDING, AND APPRECIATION OF THE CHANGING EMPLOYMENT PATTERNS AND OPPORTUNITIES IN THE WORLD OF WORK

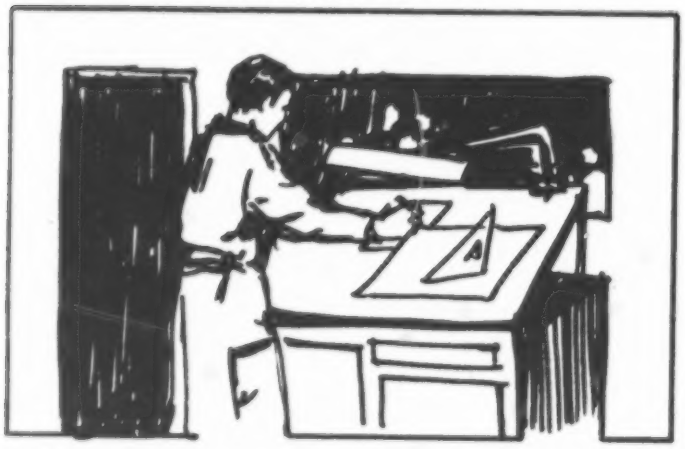
SPECIFIC OBJECTIVE	ACTIVITY
To provide students with information concerning flexibility and change in the world of work	Research: a. What occupations did your grandparents experience that do not now exist? b. What occupational changes have taken place in your parents' fields of occupations? c. What jobs do you project in the future that do not now exist?
To aid the student in the evaluation of opportunities	Contact the following sources for types of jobs, number employed in each, and location of jobs: a. Local businesses for occupations that appear to be overcrowded b. Oklahoma State Employment Service, Research and Planning Division, and U.S. Department of Labor
To acquaint the student with the basic outline for the study of any given occupation	Have students analyze five jobs on these points: a. What is the occupation? b. What is the nature of the work? c. What is the number and distribution of workers? d. What qualifications and preparations are needed? e. What are the methods of entering the job? f. What are career advancement possibilities? g. What is the employment outlook? h. What will be the earnings? i. What are the working conditions? j. What are the social factors I would enjoy? k. What equipment will I be required to purchase? l. Where can I get additional information?

EVALUATION	RESOURCE
Develop a mock T.V. show comparing past, present, and future jobs. Let students give reasons for job differentiations.	Bulletins: Orientation to the World of Work: A Guide for Teachers, The University of Missouri.
LOOK TO THE FUTURE 	Looking Ahead to a Career, U.S. Department of Labor, Bureau of Labor Statistics. Handbook of Job Facts, Science Research Associates, Inc., 1967.
Select five jobs of special interest to the class and determine through open inquiry if students have realization of the importance of depth of study. 	Book: Feingold, S. Norman, and Sol Swerdloff, Occupations and Careers, McGraw-Hill Book Company, Webster Division, #20358, 1969. Film: "A Step Ahead," 16mm., color, 25 minutes, New Holland Machine Company.

GENERAL OBJECTIVE # 1 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To develop a vocabulary of terms of the world of work	Define the following: On-the-job training Apprenticeship Blind-alley or dead-end jobs Worker traits Skill Production Distribution Consumption Fringe benefits Self-employed Part-time jobs White-collar jobs Blue-collar jobs Service occupations Manual occupations Cluster Career Job Task Work Manipulative Cognitive Dexterity Vocational Technical Para-professional Professional Concrete Abstract Cost of living index (Teachers may develop their own check list.)

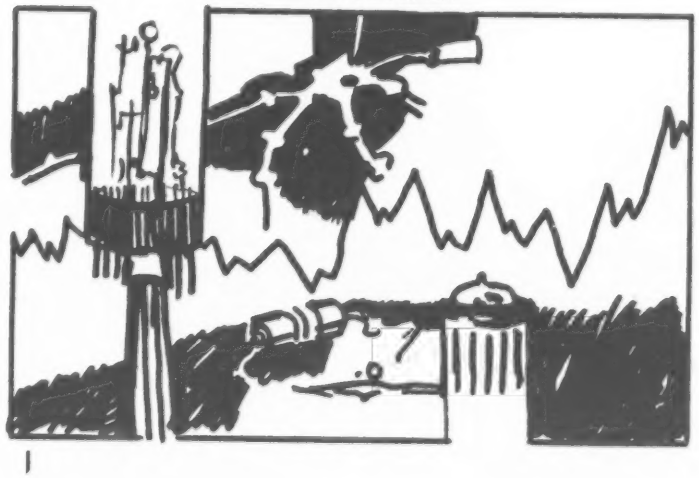
MANUFACTURING



TRANSPORTATION

SERVICING

ELECTRONICS



EVALUATION	RESOURCE
Are the students able to use the words properly in discussion of the world of work? Teacher observation and use of checklist to suit their class situation	Books: Career Kit, Science Research Associates, Inc., 1969. Occupational Exploration Kit, Science Research Associates, Inc., 1968-69. Occupational Outlook Handbook, U.S. Department of Labor.

GENERAL OBJECTIVE # 1 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To explain the concept of "job"	Have students: Define their concept of "job." Evaluate classified ads for jobs from a local paper and list requirements of the job. Write an advertisement for a job you wish to acquire.
To explain the concept of "task"	Determine which of the following words or assignments represent tasks or jobs: Reading Writing Counting Speaking Writing a speech Playing Welding Programming Prepare a list of tasks. Prepare a list of jobs.

EVALUATION	RESOURCE
From a list of advertisements in a local paper, identify within your concept of "job" at least ten jobs.	Dictionary - Definition of job
Have the local paper approve or disapprove an ad for publication. If disapproved, have it corrected or re-structured. The journalism department, if one exists, can participate in this evaluation.	Local newspaper
Have the students turn in their job and task classifications. Discuss these classifications.	Dictionary - Definition of task

GENERAL OBJECTIVE # 2: TO ACQUAINT STUDENTS WITH THE MAJOR OCCUPATIONAL AREAS IN THE WORLD OF WORK

SPECIFIC OBJECTIVE	ACTIVITY
To introduce the student to career areas	Discuss career areas using attached "Teacher's Overview to Career Analysis." (Pages 58 and 59) Have the student research a list of job titles and classify them by career areas. Use overhead projector to show the "Nine Career Areas." (Page 60)
To introduce the cluster concept	Provide the student with a list of jobs and ask him to organize them into a cluster. Use attached form "Job Cluster Family of Careers" as an example. (Page 61) Provide the student with an occupational career area and ask him to cluster as many closely related jobs as he can find.
To show the relationship between career areas and training levels	Have student list as many job titles as he can that would be classified by level as: Scientist Engineer Technician Skilled Use attached chart to show relationship between career areas and training levels. (Page 62)

EVALUATION	RESOURCE
	Book: Dictionary of Occupational Titles, U.S. Department of Labor.
Have each student's work discussed by class.	Bulletins: Job Cluster Family, fourteen (14) different series, Oklahoma State Department of Education, Guidance Division.
Have students record their efforts on a pre-structured sheet. Exchange these work sheets, and using the Bureau of Labor Statistics and the Dictionary of Occupational Titles verify the results as accurately as possible. Discuss several of the papers.	Education for a Changing World of Work, Appendix I by Lynn Emerson, U.S. Government Printing Office, OE 80022.

TEACHER'S OVERVIEW TO CAREER ANALYSIS
IN RELATION TO THE WORLD OF WORK

In selecting a vocation, one should give consideration to the possibility of continuing his education beyond the entry level point. Your primary objective should be to reach the level necessary to insure a minimal marketable skill. This level will depend on your interest, abilities, and the training program in which you can involve yourself. Consideration should be given to the area of industrial activity in which you might function. A list of these career areas will serve as an aid in allowing you to focus your attention on an area of particular interest to you. If you have difficulties in selection of an area, it would be most beneficial to take an interest inventory to aid you in making a decision.

CAREER AREAS - LEVELS		CAREER AREAS - LEVELS	
RESEARCH	COLLEGE	SALES	HIGH - POST HIGH
DESIGN	COLLEGE	INSTALLATION	HIGH - POST HIGH
DEVELOPMENT	COLLEGE	OPERATIONS	HIGH
TESTING	POST HIGH	SERVICE	HIGH
PRODUCTION AND MANUFACTURE	POST HIGH		

The levels indicate to a degree the entrance requirements and are descriptive of the training of those with whom you might be competing. Let us define our terminology so we can more effectively communicate.

A common term that is frequently encountered when occupational education is discussed is the term "cluster."

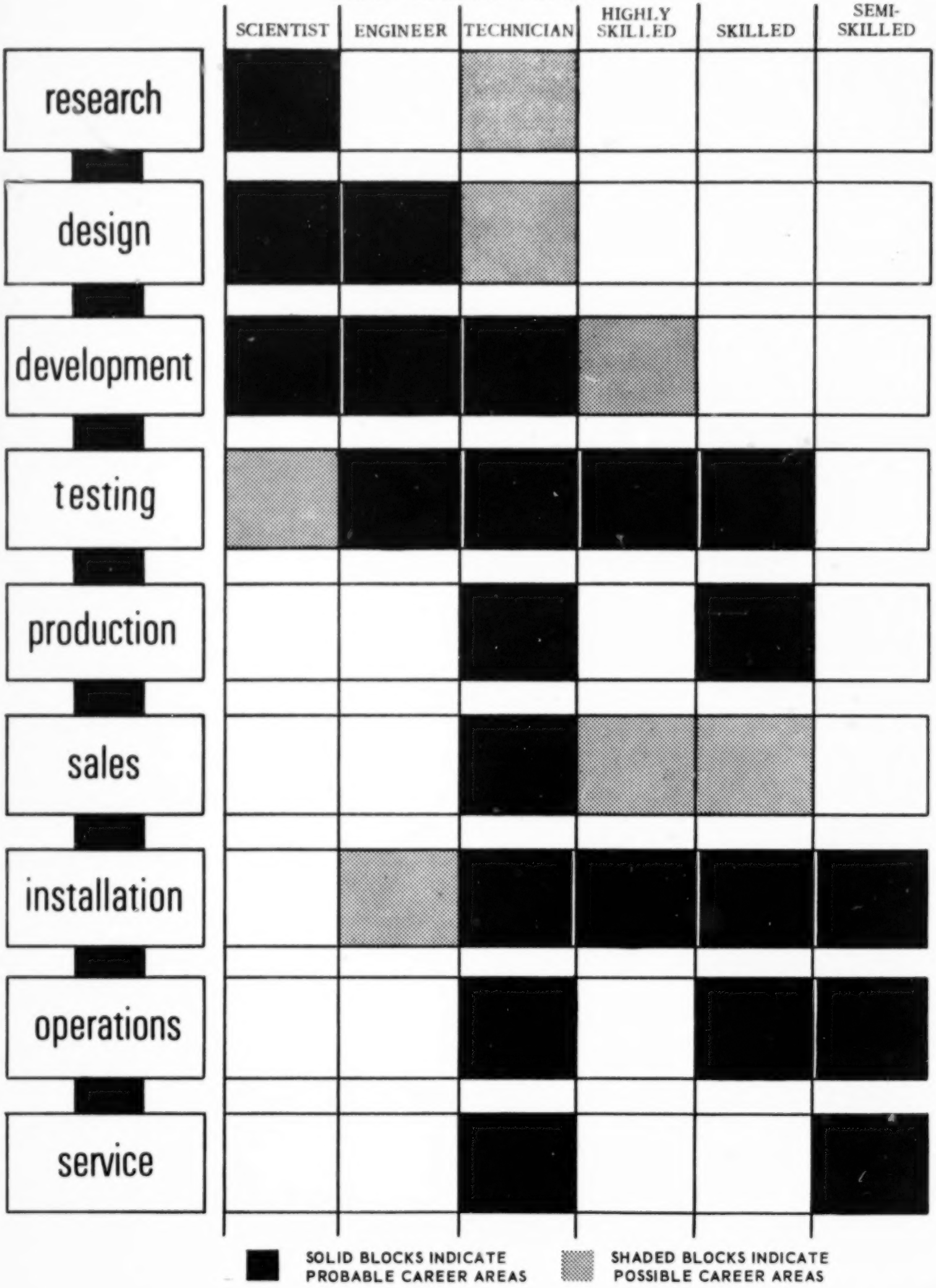
EXAMPLE

CLUSTER - Machine Trades	CLUSTER - Construction Trades
Machinist	Bricklayer
Toolmaker	Stonemason
Millwright	Tile Setter
Patternmaker	Plasterer
Tool Designer	Glazier
Machine Inspector	
Expediter	
Automated Machine Maintenance	

A cluster is simply a group of related jobs that have accepted entrance standards. A person trained in the occupation of a machinist might, with experience, become a toolmaker or millwright. There is a degree of flexibility or adaptability included in one's preparation as a machinist that allows him to move to the level of toolmaker or millwright with a minimum of experience and/or training.[1]

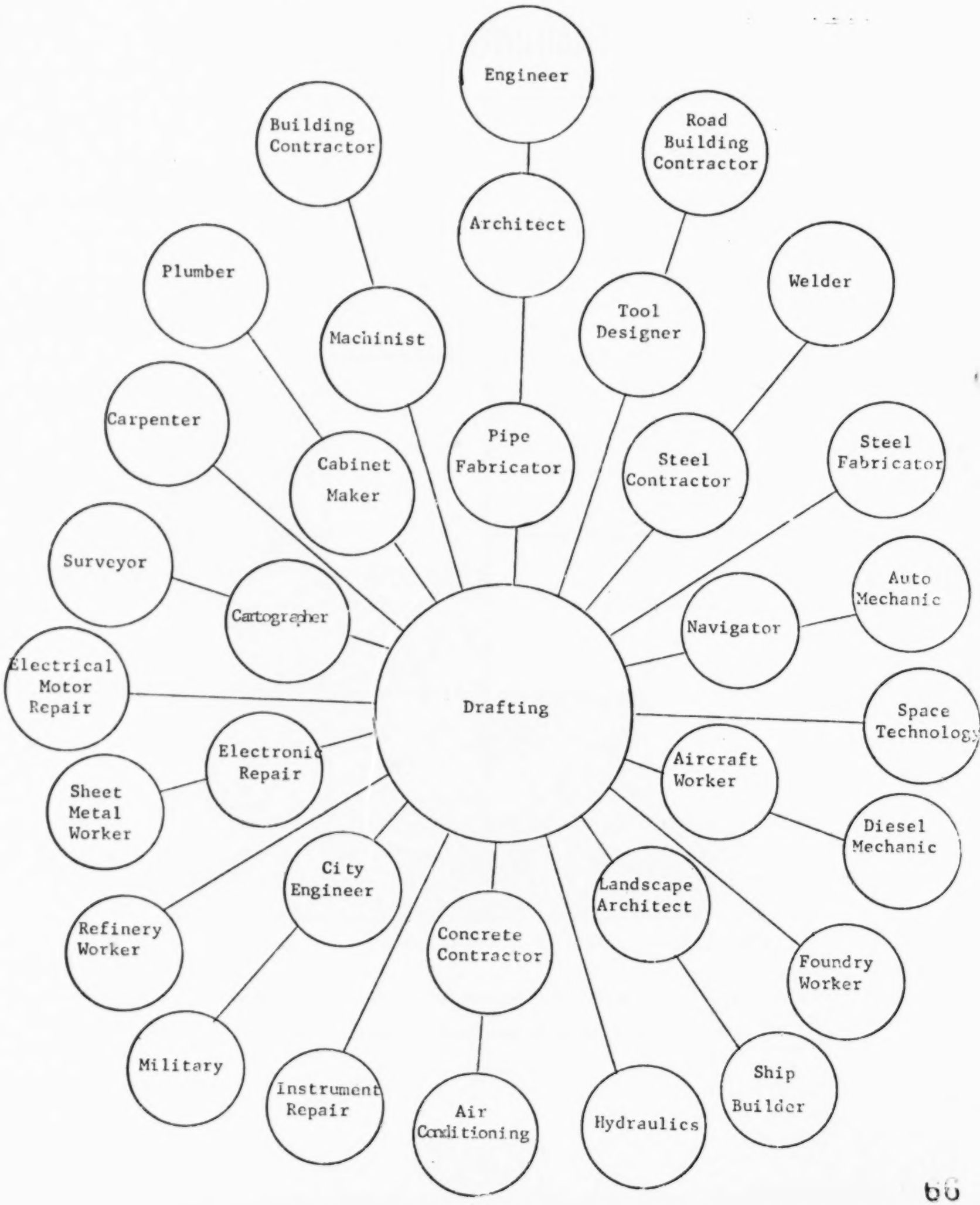
[1] Education for a Changing World of Work, Appendix I by Lynn Emerson, Government Printing Office, OE 80022, 1963.

NINE CAREER AREAS

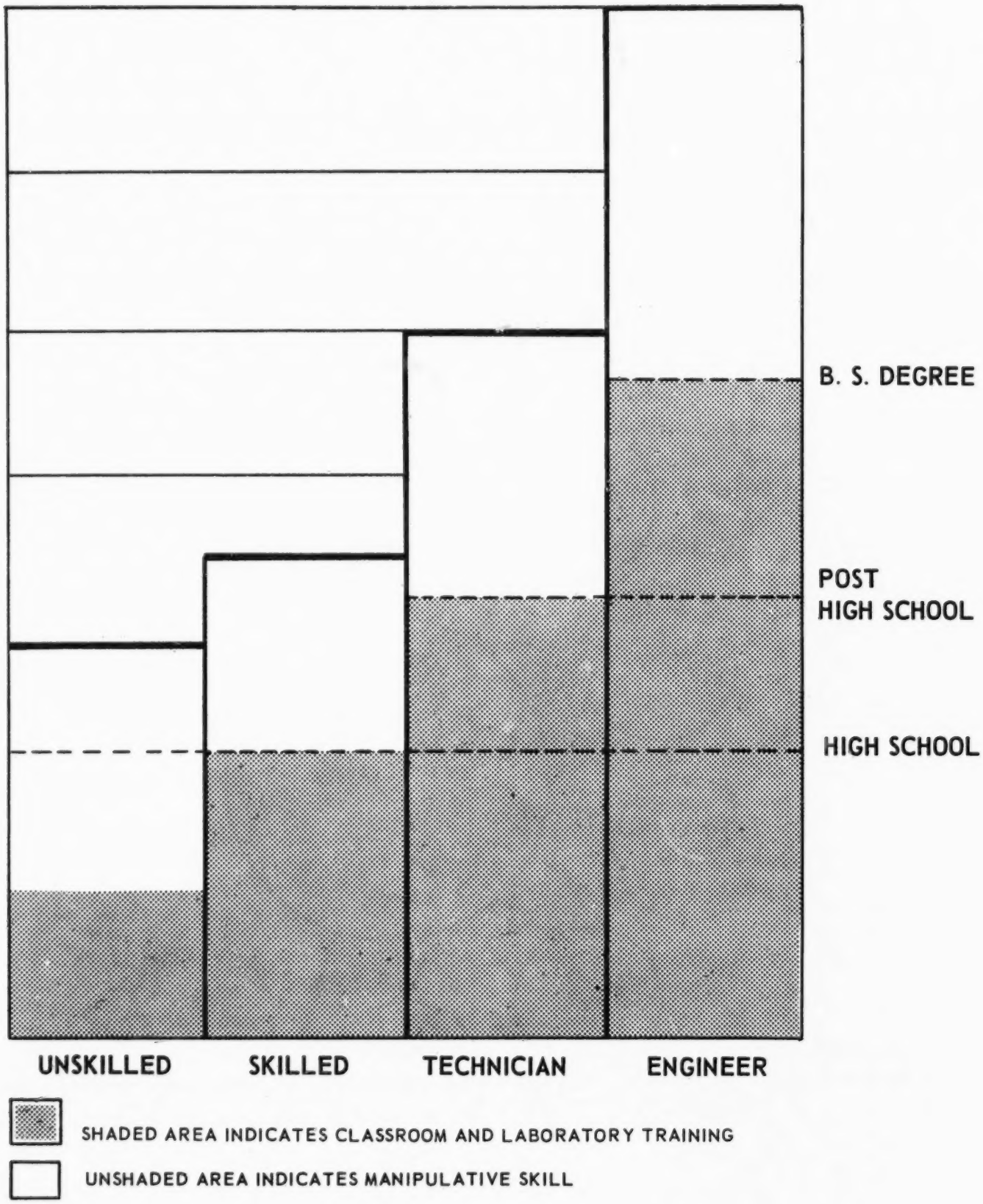


JOB CLUSTER FAMILY OF CAREERS

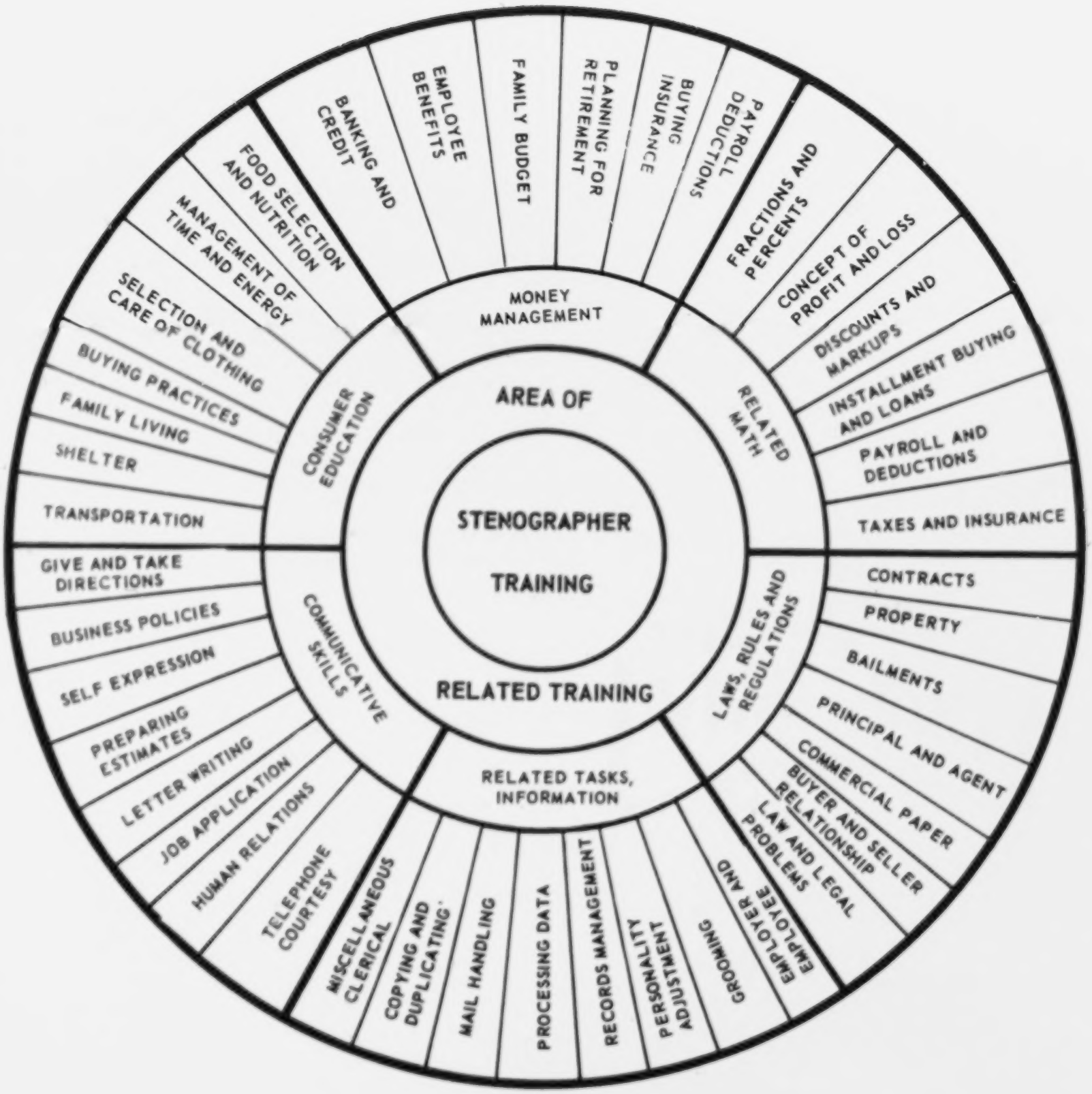
Occupations Related to Drafting



TRAINING CHART



ZONED ANALYSIS



GENERAL OBJECTIVE # 3: TO HELP STUDENTS DEVELOP DESIRABLE ATTITUDES TOWARD WORK AND TO APPRECIATE THE DIGNITY OF EVERY OCCUPATION

SPECIFIC OBJECTIVE	ACTIVITY
To aid the student in discovering variables in the world of work	List seven jobs that require little or no skill (elementary level of formal education). List seven jobs that require some specific skills (high school or post high school training). List seven jobs that require considerable amount of skill or training (college or advanced technical training). List some occupations that appear to be overcrowded. List some jobs which are changing. Discuss differences in students' lists.
To provide the student with information about himself and the job so that he might be able to take purposeful steps toward opportunities in field of employment	View filmstrip "What is a Job?" Discuss different words for job. Select three or four various occupations and complete attached checklist, "I Investigate an Occupation." (Page 66) Prepare "Rating Chart" on selected occupations. (Page 67)

EVALUATION	RESOURCE
Teacher observation: Does the student understand that different skill levels are necessary for entry into work?	Newspaper Want Ads Career Kit, Science Research Associates, Inc., 1968-69. Career Kit, Careers.
Did students complete enough comparisons and rating charts to establish relationships between personal qualities and occupational requirements?	Books: Peterson, Eleanor, Successful Living, Allyn and Bacon, 1964. Dictionary of Occupational Titles, U.S. Government Printing Office, 1965. Filmstrip: "What Is a Job?" Color, 25 minutes, Society for Visual Education, Division General.

I INVESTIGATE AN OCCUPATION

1. Name of the occupation _____
2. Job title _____
3. Exactly what does the worker do? _____

   _____
4. What tools or equipment does he use? _____

   _____
5. Does job require: High school education? ____ College? _____

   Technical school? _____ Other? _____
6. What qualifications, other than educational, are necessary?

   Physical _____

   Mental _____

   Aptitude or personality _____
7. What are the working conditions and hours? _____
8. In what kind of business is this job found? _____
9. In what geographic location is this job found? _____
10. What are the opportunities for advancement? _____

    _____
11. List as many related jobs as you can. _____

    _____
12. What interests of yours would this job satisfy? _____

    _____
13. What abilities of yours is this job related to? _____

    _____
14. Will this job require more or less employees in the future? _____

    _____
15. What equipment will I be required to purchase? _____

RATING CHART FOR _____
(Job Title)

Ability to be Rated	Occupational Requirements	Our Level of Ability	Comparison (+ or -)
1. Mental Ability			
Abstract reasoning			
Numerical ability			
Verbal ability			
Visualization			
Mechanical knowledge			
2. Personal Qualifications			
Dependability			
Ability to work alone			
Good grooming			
Tact and diplomacy			
Industriousness			
Self-confidence			
3. Physical Requirements			
General good health			
Vision			
Hand-eye coordination			
4. Special Talents			
Artistic			
_____			
_____			
_____			
_____			

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To learn various methods of classifying occupations	Introduce three broad areas of work situations: 1. People (Social) 2. Ideas (Abstract) 3. Things (Concrete) Ask students to list five or more jobs under each heading above. Use attached form as a guide. (Page 70) Discuss skill classifications as: 1. Professional, semi-professional, and managerial 2. Skilled 3. Semi-skilled and unskilled Provide students with list of occupations to be classified as to skill level. Select five jobs and prepare job descriptions consisting of usual duties, preparation, personal qualifications, related interests, advantages, and disadvantages. (Page 71)

EVALUATION	RESOURCE
Request pupils to classify occupations as to required skills.	Book: Peterson, E.M., Successful Living, Chapter 24 and Workbook, Allyn and Bacon, 1964. Bulletin: Job Guide for Young Workers, U.S. Department of Labor.
Have students discuss acquisition of licenses and certificates required for performance of duties.	Career Kit, Careers. Pamphlets: Science Research Associates, Inc. Our World of Work Choosing Your Career What Employers Want

AREAS OF WORK SURVEY

1. List five occupations in each area where one would work with:

People	Ideas	Things

2. Classify the following occupations according to:

1 = Professional, Semi-professional, and Managerial Workers
2 = Skilled Workers
3 = Unskilled or Semi-skilled Workers

a. Barber _____
b. Carpenter _____
c. Dentist _____
d. Farmer _____
e. Fireman _____
f. Photographer _____
g. Policeman _____
h. Postal Worker _____
i. Office Clerk _____
j. Repairman _____
k. Service Station Attendant _____
l. Teacher _____

JOB DESCRIPTION CHART

Name of Job Description: _____

Usual Duties	Preparation	Personal Qualifications	Related Interests	Advantages	Disadvantages

GENERAL OBJECTIVE # 4: TO PROVIDE THE STUDENTS WITH OPPORTUNITIES TO ACQUAINT THEMSELVES WITH THE AMERICAN ECONOMIC SYSTEM IN RELATION TO THEIR FUTURE CAREER DEVELOPMENT, THE WAYS IN WHICH IT PROVIDES JOBS, AND THE RELATIONSHIP OF A CHANGING ECONOMY TO THAT DEVELOPMENT

SPECIFIC OBJECTIVE	ACTIVITY
To acquaint each student with "his" role in the economic decisions of his society (a) Budget (b) Take-home pay (1) Taxes (2) Insurance (3) Social Security (4) Retirement	Analyze payroll deductions; i.e., stubs of an electrician, a teacher, and a carpenter. Discuss using attached "Teacher's Overview on Income Tax" and "Social Security Tax." (Pages 74 and 75) Obtain resource person from any insurance company, Social Security office, or others. Plan a panel discussion with select representatives. For example, one from the employment office could discuss the fringe benefits in the world of work. Discuss how self-employed individuals participate in these economic decisions. Collect data from newspapers and magazines concerning economic changes. Prepare a one-week sample budget with a given amount of money. Distribute this into goods and services to meet one's needs. (Page 76) Make three columns with headings, "What Parents Provide," "Your Expenditures," and "Sum Total of Both." Use estimated cost for each. Display different budgets on bulletin boards. Make suggested budgets to fit student needs. Use overhead projector to show attached chart "Flow of Money." This will help to clarify section "b" of the specific objective. (Page 77)

EVALUATION	RESOURCE
Request students to fill out payroll stubs.	"Circular E" of Employer's Tax Guide, Internal Revenue Service.
Question students to determine general knowledges of income tax and Social Security.	
Have students write generalizations concerning economic problems in our society as they relate to our world of work.	
Discuss information gained from resource people.	
Develop a checklist to determine understanding of terms in specific objective.	
	Current issues of U.S. News and World Report, Consumer's Guide, Wall Street Journal, etc.
	Daily Local Newspaper
Compare budget activities to aid students in determining amount of income necessary to meet their needs and wants.	Bulletin: Income Distribution in the U.S., Herman P. Miller, U.S. Department of Commerce.
Check budgets to see which one would best fulfill your family needs.	

TEACHER'S OVERVIEW TO INCOME TAX

Taxable income includes almost all items of income minus deductions and exemptions allowed by law. Amount of income tax is dependent upon three main factors:

1. Amount of income
2. Number of dependents claimed
3. The tax rate established by Congress

Individual income tax is computed on net taxable income and not gross income. Employee income tax is withheld along with Social Security taxes (F.I.C.A.) by the employer and paid to the government periodically. By April, the employee files a tax return, computes his tax, and either pays the balance due or receives a refund for any overpayment.

Each employee furnishes his employer a Withholding Exemption Certificate (one exemption for himself, one for his wife unless she also works and claims herself, and one for each legitimate dependent).

SOCIAL SECURITY TAX

The Federal Social Security Act, 1935, or Federal Insurance Contributions Act (F.I.C.A.) consists of the old-age, survivors, and disability insurance programs financed by taxes based on workers' earnings. Employers and employees share the F.I.C.A. tax equally. All employees must have F.I.C.A. taxes deducted from wages automatically each payday. Employers must send all money withheld from employees' wages, plus an equal amount as his own share of the tax, to the District Director of Internal Revenue or the Federal Deposit window of a bank. No withholding exemptions are allowed for Social Security. Wages earned over a certain amount determined by Congress are Social Security Tax exempt.

To obtain monthly payments for one's self and one's family or for one's survivors to receive payments in case of death, one must first have credit for a certain amount of work under Social Security. Maximum benefits are based on an individual's highest average earning during any ten-year period of his working life. The amount of old-age payments also depends on whether a retired individual applied for them at age 65 or earlier at age 62.

A person under age 65 with a physical or mental condition causing disability for over six months and expected to continue may apply for monthly disability benefits.

A survivor's lump sum death payment can be paid to a widow or widower living in the same household with the worker at the time of death, or the payment can go to pay the worker's burial expenses.

A retired person may earn up to a maximum determined by Congress or less in any one year without losing any Social Security benefits.[1]

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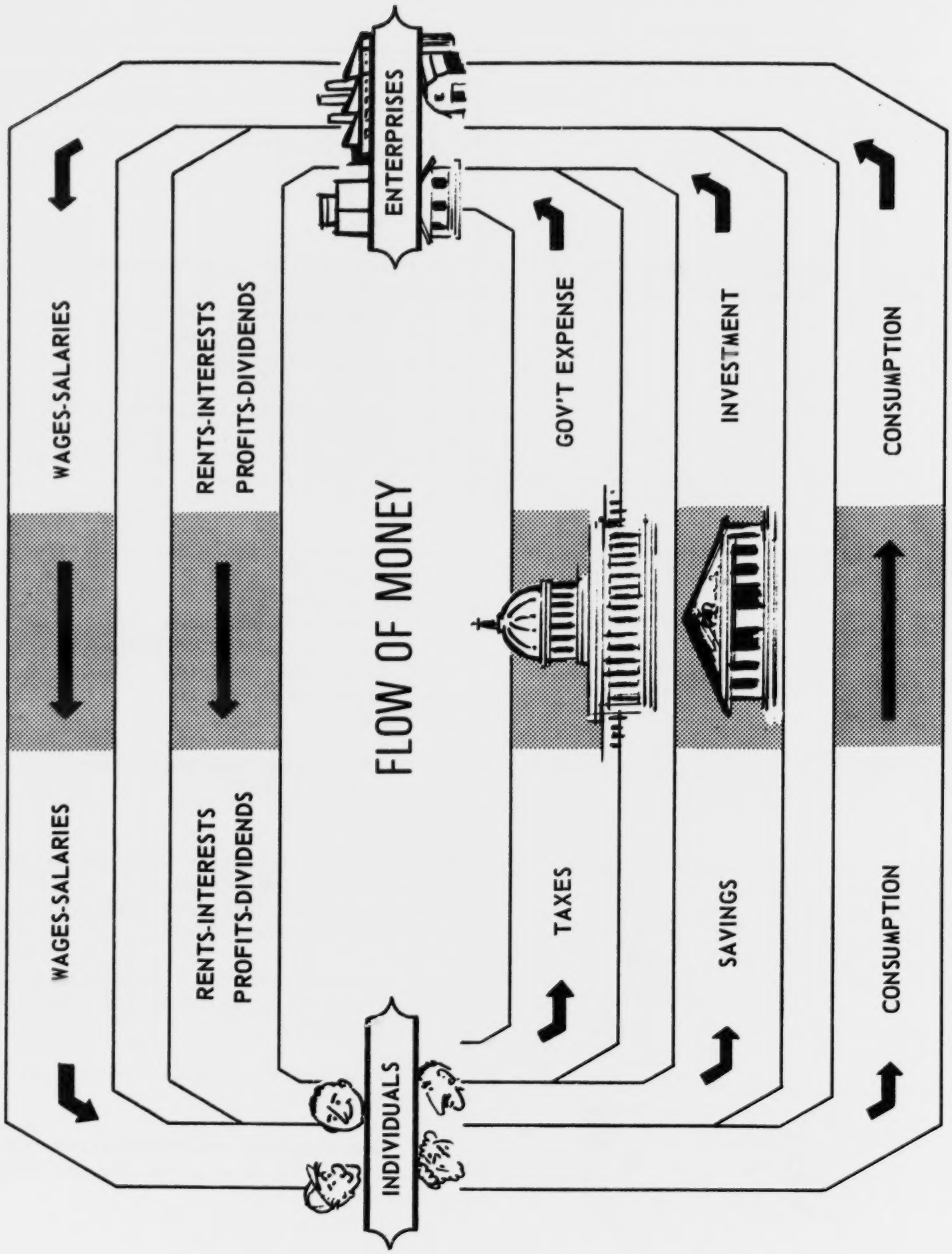
[1]Lawton, Murray, and Donald F. Fry, Medical Assistants, C.V. Mosby Co., St. Louis, Mo., 1967, pp. 219-221.

MODEL BUDGET[1]

Suggested	Per Cent
Total Money Income	100
Food	17
Shelter	16
Fuel and utilities	4
Household operation	4
Furnishing and equipment	4
Clothing	6
Transportation	13
Medical care	5
Recreation and education	4
Gifts and contributions	2
Personal insurance	3
Income tax	18
Savings	4

[1]The Tulsa World, "Bridal Section," April 21, 1968.

FLOW OF MONEY



GENERAL OBJECTIVE # 5: TO AID THE STUDENTS IN SELECTION OF WORK THEY CAN RELATE IN SEVERAL WAYS TO THEIR OCCUPATIONAL APTITUDES AND INTERESTS

SPECIFIC OBJECTIVE	ACTIVITY
To determine occupational interests	Test students to determine occupational interests. 1. Interest surveys 2. Questionnaires 3. Interviews 4. Aptitude tests
To determine opportunities related to jobs where work experiences can be acquired	Use these sources of information to show job opportunities: 1. Newspaper want ads 2. Civic club programs 3. Occupational fairs 4. Career days 5. Open houses - Individual, new, and old plants 6. Visits to nearest area vocational-technical school
To familiarize students with opportunities for gaining work experience	Discuss how experience can be obtained from the following: 1. Part-time jobs 2. Helpers or trainees 3. Apprenticeship training 4. Job-to-job learning 5. Armed forces training 6. Company schools 7. On-the-job training (Retailing, banking, insurance, sales, clerical work)
To assist students in comparing their self-evaluation with that of the employer's demand	Have students determine characteristics necessary for job success. 1. Interview different employers and ask their ideas. 2. Gather interview information in all kinds of occupations and record or tape them. 3. Find out why people lose their jobs. (Page 13) 4. Use attached self-evaluation outline form as a guide for students. (Pages 25-27)

EVALUATION	RESOURCE
Conference with student in regard to student record and test interpretation	Kuder Preference Survey, Science Research Associates, Inc., 1968-69. Kuder Vocational Planning Survey, Science Research Associates, Inc., 1968-69. Differential Aptitude Test, Psychological Corporation, 1969.
Small group discussion to determine if information acquired is sufficient	Book: Education for a Changing World of Work, U.S. Department of Health, Education, and Welfare.
Class discussion with reports on various ways of obtaining experience Written report of work experiences	Employment services in your area Chamber of Commerce for your area Book: If You're Not Going to College, Science Research Associates, Inc., 1968-69.
Small informal discussion groups to determine what information has been gained	Bulletin: What Employers Want, Science Research Associates, Inc., 1968-69.
Individual conference on self-evaluation outline	Book: Feingold, Norman, and Sol Swerdloff, Occupations and Careers, pp. 104-105, McGraw-Hill Book Company, Webster Division, 1969.

GENERAL OBJECTIVE # 5 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To assist students in comparing their self-evaluation with that of the employer's demand (Continued)	5. Arrange for a panel of different employers and union representatives to discuss the things they feel are important. a. Punctuality b. Regular attendance c. Skill - aptitude d. Experience e. Education f. Personality g. Cheerfulness h. Appearance i. Appropriate dress j. Cooperation k. Communication l. Pride m. Honesty n. Cleanliness 6. Have students complete problem sheet, "Absence On the Job." (Page 82)

EVALUATION	RESOURCE
Discussion as to information gained from panel of employers (Students may add other characteristics they feel are important.)	Bulletin: How to Get and Hold the Right Job, U.S. Department of Labor. Book: Biegeleison, J. I., How to Go About Getting a Job with a Future, Grosset and Dunlap, Inc., 1967.

ABSENCE ON THE JOB

1. How many days have you been absent this semester? _____

2. What were your reasons for absence?

3. If you earned $1.25 an hour and were absent for an 8-hour day, how much would you:

   a. Lose in a day? _____

   b. Have lost for the semester so far? _____

4. If you were an employer, how would you feel about people who were absent from work very often?

5. Could your attendance record be improved? _____

Signature_____

use of occupational information

USE OF OCCUPATIONAL INFORMATION

Introduction

It is the function of the school to insure that students have the opportunity to study occupational trends, make occupational evaluations, and acquire characteristics which will enable them to be successful in the world of work.

Successful employment in our changing world demands that a worker possess the proper attitude, skill, aptitude, ability to evaluate job descriptions, and flexibility to change as the world of work changes.

The objectives and activities in this section of the guide are designed to provide experiences which will allow students to acquire information about a wide variety of occupations. Special emphasis has been placed upon the curricular experiences which will encourage the student to explore the broad area of career development.

GENERAL OBJECTIVES

1. To develop skill in making use of test results in occupational choice
2. To develop the ability to evaluate occupations and their trends
3. To become aware of resources available which are helpful for securing employment
4. To become familiar with available trade magazines, publications, media, and community resources
5. To develop skill in personal money management
6. To develop an appreciation of the values of our free enterprise system as related to occupational choice

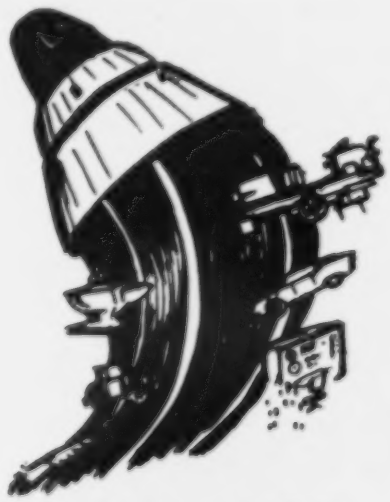
GENERAL OBJECTIVE # 1: TO DEVELOP SKILLS IN MAKING USE OF TEST RESULTS IN OCCUPATIONAL CHOICE

SPECIFIC OBJECTIVE	ACTIVITY
To become aware of the kinds of tests and their purposes	Explain and discuss purposes of tests. 1. Achievement 2. Aptitude 3. Personality 4. Intelligence 5. Interest Administer test suitable for grade level. Assign reports (individual or group) on "Types of Tests and Their Purpose or Function."
To relate test results to occupational choice	Invite resource person, perhaps the counselor, to discuss test and test results as related to occupations and preparation for occupations. Arrange for counselor-student conferences to review test results and relate to occupational choices. Have class prepare a format for self-analysis check sheet. Have each student fill out a self-analysis sheet about himself.

EVALUATION	RESOURCE
Have conference with pupil and have him enumerate some occupational areas in which his test scores indicate he could be reasonably successful. Have him enumerate areas in which he feels he could not be successful.	Catalogs: The Psychological Corporation Test Catalog, 1969. General Test Catalog, Science Research Associates, Inc., 1968-69. General Test, American Guidance Service, Inc., 1968-69.
Have the student name the types of tests and give their purposes. Have him relate the results to his prospective occupational choice.	
Examine students' cumulative records to make sure all tests have been administered to their appropriate grade level.	School counselor Student's cumulative record (counselor or registrar) Film: "Testing - Its Place in Education Today," Oklahoma State Department of Education, Guidance Division.

GENERAL OBJECTIVE # 2: TO DEVELOP THE ABILITY TO EVALUATE OCCUPATIONS AND THEIR TRENDS

SPECIFIC OBJECTIVE	ACTIVITY
To develop the ability to make an occupational analysis	Present a format to the students for use in a job analysis. Suggested format includes: 1. Educational requirements 2. Physical and health requirements 3. Remuneration (salary, retirement benefits, insurance, etc.) 4. Availability of jobs 5. Location 6. Special talents necessary 7. Advancement opportunities 8. Occupational outlook 9. Work conditions 10. Advantages and disadvantages
To use a format in making an occupational analysis	Discuss format and its purpose. Use the format in group activity. Have each student prepare one or more analyses using the format.
To develop an awareness that the nature of occupational patterns indicates job changes, retraining, and flexibility	Plan field trip. Refer to "I Investigate an Occupation." (Page 66) Research job trends through student library. Assign individual reports on progress of machines, household equipment, and materials used in manufacturing. Construct displays comparing antiquated and new equipment. Conduct a career week with resource persons. Have students tape interviews with local representatives of different occupations to be presented to class for discussion.



JOBS CHANGE WITH THE TIMES

EVALUATION	RESOURCE
Test students' understanding of construction. Examine students' job analyses. Has the class gained something from the field trip or the resource person that will help them choose occupations that have a continuing future? Evaluate the gain through an oral or written report. Have student enumerate occupations that have concluded or opened up due to automation or occupational changes.	Books: Peterson, Eleanor M., Successful Living, Allyn and Bacon, Inc. Building for Tomorrow, Chapter 25, Allyn and Bacon, Inc., 1966. Hopke, William E., Encyclopedia of Careers and Vocational Guidance, Vols. I, II, Doubleday. Occupational Outlook Handbook, U.S. Department of Labor. Pamphlets: You and Your Job, J.G. Ferguson Publishing Company. Manpower Education in a Growing Economy, Oklahoma State Department of Education, Guidance Division. Career Opportunities, New York Life Insurance Company. Film Catalogs: Association Films Sterling Educational Films Films: "Who Can Build a Moon Walker?" 16mm., Oklahoma State Department of Education, Guidance Division. "Jobs in the World of Work: A Good Place to Be," 16mm., color, McGraw-Hill Films. "Jobs for Men: Where Am I Going?" 16mm., color, McGraw-Hill Films. "Jobs for Women: Where Are You Going?" 16mm., color, McGraw-Hill Films. Filmstrips: Oklahoma State Department of Education, Guidance Division. "Preparing for the Jobs of the 70's," Parts I and II. "Preparing for the World of Work" "How Do you Figure It?" "Your Future Through Vocational Education"

GENERAL OBJECTIVE # 3: TO BECOME AWARE OF RESOURCES AVAILABLE WHICH ARE HELPFUL FOR SECURING EMPLOYMENT

SPECIFIC OBJECTIVE	ACTIVITY
To become aware of the availability of jobs	Clip want ads and write letters of application with a resume in response to these ads. (Pages 96-101) Stress importance of appropriate stationery.
To develop skills to be used in job interviews	Assign role-playing job interviews. Give each student an opportunity to play an employer and a prospective employee. Practice telephone usage. Tape role playing interviews in class.
To gain skills in job application	Use resource persons. 1. Private industry 2. Employment agency (public, private) Discuss advantages and disadvantages of employment agencies' services. Discuss and complete sample application forms. (Pages 97-100) Show films on interviews and letter writing. Research library material on how to get a job.
To observe people at work	Plan field trip to public and private employment agencies.
To become aware of Social Security applications and benefits of Social Security	Invite resource person from Social Security office. Help student acquire birth certificate and Social Security card.
To gain knowledge concerning labor laws and organizations	Write a letter of inquiry about job information to unions, trade schools, and industries. (Suggest coordination between occupation teacher and English teacher in this activity.)

EVALUATION	RESOURCE
Does the student know where to look for available jobs? Have student list sources of available jobs.	Books: Fendell, S. E., and J. R. Peck, How to Hold Your Job, The John Day Co., 1967. Books for low-reading levels, Turner-Livingston Series, Follett Educational Corporation.
Does the student realize the importance of properly preparing for an interview, and is his skill in doing this acceptable? Observe mock interview.	Pamphlets: Can I Get a Job? General Motors. How Do I Get a Job? Oklahoma Employment Security Commission. How to Get a Job and Keep It, Steck-Vaughn Printing Company.
Briefly answer test on procedures and techniques of job applications and interviews.	Your Personality and Your Job, Science Research Associates, Inc. What Employers Want, Science Research Associates, Inc.
Prepare check list to determine acceptability of sample application.	Applications and charts (Teacher selected)
Have student survey his community to determine whether or not his occupational choice is available.	Films: "How to Find a Job," 16mm., color, 18 min., Oklahoma State Department of Vocational and Technical Education, Home Economics Division. "Jobs and Interviews," 16 mm., McGraw-Hill.
Check students to see if they have a Social Security card, an employment certificate, and other needed forms completed.	Filmstrips: "Your Job Interview," Oklahoma State Department of Education, Guidance Division. "Getting and Keeping Your First Job," Oklahoma State Department of Education, Guidance Division.
Examine students' letters, or have students exchange and criticize each others' letters.	Posters: How to Find a Job, J. Weston Walch, Publisher.

LETTER OF APPLICATION

325 Grove Boulevard
Oklahoma City, Oklahoma 73115
May 25, 1970

Mr. R. S. Wilson, Personnel Director
Allied Chemical Company
753 Washington Avenue
Clarksville, Illinois 72406

Dear Mr. Wilson:

I am interested in the possibility of obtaining a position with Allied Chemical Company. Because of my special training in a vocational high school and work experience, I believe that I have the ability to fill the position of secretary for which you advertised in yesterday's Daily Recorder.

You will note on the resume sheet that my grades were above average at the Jones Vocational High School, and I also worked part-time as a general clerk at the Model Shop of Oklahoma City. Mrs. Nita Martin, office manager, has given me permission to use her name as a reference. She and the others I have included on the data sheet will be glad to help you judge my abilities and personality if you wish to contact them.

I shall appreciate a personal interview to talk with you further about my qualifications.

Sincerely yours,

(Miss) Iwanta Goodjob

APPLICATION FOR EMPLOYMENT

NAME Mr. Mrs. Miss ..... Date ..... 19....

LAST FIRST MIDDLE Social Security No. .....

Married Women (Give Maiden Name) ..... Phone or .....

Address ..... Nearest Phone .....

NUMBER STREET CITY STATE

Previous Address ..... How long have you lived in this city .....

NUMBER STREET CITY STATE

Age ..... Date of Birth ..... Height ..... Weight .....

MO. DAY YEAR FEET INCHES POUNDS

Where Were You Born .....

CITY STATE

Dependents or Number You Support ..... No. of Children ..... Ages .....

Do You Live With Parents ..... Board or Keep House ..... Single or Married ..... Widow(er) Divorced ..... Separated .....

Mate's Name ..... Where Employed ..... Occupation .....

What Serious Illness Have You Had? ..... Give Details and Date .....

What Serious Accidents or Operations Have You Had? .....

Have you Ever Had Tuberculosis ..... Nervous Breakdown ..... Vaccinated ..... Disfigured In Any Way .....

What physical defects do you have, such as Hernia, Heart Trouble, Kidney Trouble, High Blood Pressure, etc., which might prevent you from passing a physical .....

Art you willing to take a physical examination .....

Father's Occupation ..... How long has your father held persent position? ..... Name of Fathers' Employer .....

List Names of any organizations to which you belong, include Fraternities, Sororities, Lodges, Professional Societies or other groups .....

List any office machines or other equipment which you can operate and give amount of training or experience you have had on each. .....

What color are your eyes? .....

What color is your hair? .....

What is your complexion? .....

How tall are you? .....

How much do you weigh? .....

HOURS AVAILABLE FOR WORK	
Mon.	To
Tues.	To
Wed.	To
Thurs.	To
Fri.	To
Sat.	To
Sun.	To

For what type work are you applying? .....

Have you ever made application for a bond which was refused? .....

If someone advised you to seek employment here, give name .....

Have you ever been arrested for any offense other than a minor traffic violation?

Are you looking for temporary employment of permanent employment? .....

Are you available for Full time work ☐ Part time work ☐

If part time, indicate maximum hours per week ..... and reason for seeking only part time employment .....

(See Reverse Side)

THESE REFERENCES ARE REQUIRED

State Reason for Inactivity
Since Last Employment .....

Name Last
Employer ..... Address .....

Employer's Business ..... Under Whom Did You Work ..... Kind of Work .....

Date Began ..... Starting Wages ..... Date Left ..... Wages Then .....
(MONTH AND YEAR) (MONTH AND YEAR)

Why Did You Leave? .....

Give Full Details .....

State Reason for Inactivity Between These Positions .....

Name Former
Employer ..... Address .....

Employer's Business ..... Under Whom Did You Work ..... Kind of Work .....

Date Began ..... Starting Wages ..... Date Left ..... Wages Then .....
(MONTH AND YEAR) (MONTH AND YEAR)

Why Did You Leave? .....

Give Full Details .....

State Reason for Inactivity Between These Positions .....

Name Previous
Employer ..... Address .....

Employer's Business ..... Under Whom Did You Work ..... Kind of Work .....

Date Began ..... Starting Wages ..... Date Left ..... Wages Then .....
(MONTH AND YEAR) (MONTH AND YEAR)

Why Did You Leave? .....

Give Full Details .....

Personal Reference
Name (Not Relative) ..... Address ..... Phone .....

Known How Long ..... Your Contact With Reference .....

Other Reference
Name (Not Relative) ..... Address ..... Phone .....

Known How Long ..... Your Contact With Reference .....

What experience or training have you had, which would help you in position for which you are applying?

.....

.....

.....

.....

Give personal reason for applying for this position with the ABC Company .....

.....

.....

.....

.....

In consideration of my employment, I agree to conform to the rules and regulations of the ABC Company, and my employment and compensation can be terminated, with or without cause, and with or without notice, at any time, at the option of either the company or myself and any funds owing the ABC Company may be withheld.

Applicant's Signature .....

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY. STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

FORM 660-26 WJ U. S. A.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

RESUME
Iwanta Goodjob
May 25, 1970

Personal data

Age:	17	Health Status:	Excellent
Height:	5' 9"	Telephone:	672-6337
Date of Birth:	6-16-53	Marital Status:	Single
Weight:	132 lbs.	Address:	325 Grove Blvd. Oklahoma City, Oklahoma 73115

Education

Townsend Elementary School

Jones Vocational High School I will graduate in June 1970. I am taking a business education curriculum in secretarial science studies. I have served as President of the Future Business Leaders of America, have maintained a "B" average, can type 62 words per minute, and can take shorthand at 110 words per minute.

Experience

General clerk: Model Shop of Oklahoma City, Oklahoma City, 1969

Part-time file clerk: Groves' Manufacturing Company, Oklahoma City, 1968

Part-time sales clerk during holiday season: Jay's Dress Shop, Oklahoma City, 1967

References (by permission)

Mr. John Doe, Personnel Director, The Welch Company, 415 Simpson Avenue, Oklahoma City, 73115

Mrs. Nita Martin, Office Manager, Model Shop of Oklahoma City, Oklahoma City, 73110

Mr. Joe Nedbalek, Vocational Guidance Counselor, Jones Vocational High School, 315 Whittle Boulevard, Oklahoma City, 73114

GENERAL OBJECTIVE # 4: TO BECOME FAMILIAR WITH AVAILABLE TRADE MAGAZINES, PUBLICATIONS, MEDIA, AND COMMUNITY RESOURCES

SPECIFIC OBJECTIVE	ACTIVITY
To be able to evaluate occupational materials	Establish criteria for the evaluation of occupational materials including date, source, purpose, and a place for remarks. This criteria should be used for guest speakers.
To become aware of occupational materials available in school and community	Visit and tour public library, school library, or industrial library. Invite resource persons (librarian and civic clubs' representatives). Send class representative to civic meetings to hear outstanding speakers and report to class members. Review film and filmstrip catalogs. Collect related material from civic organizations. Assign individual student reports. Occupational trends Labor statistics State and national trends Have students prepare occupational notebooks consisting of three (3) chosen professions with the following information: 1. Detailed information on the profession 2. Interview with someone in each chosen profession 3. Magazine and newspaper articles and pictures 4. Bibliography

EVALUATION	RESOURCE
Observe proficiency in evaluating occupational materials.	Library: Reader's Guide to Periodical Literature
Give specific library assignment to each student.	
Have student enumerate community sources of occupational materials.	Oklahoma Employment Security Commission Local Chamber of Commerce U. S. Post Office Industrial libraries in locality Chamber of Commerce of the United States Bell Telephone Company, Carol Suttles, School Coordinator Federal Bureau of Investigation
Study each student's effort based on his ability.	

GENERAL OBJECTIVE # 5: TO DEVELOP SKILL IN PERSONAL MONEY MANAGEMENT

SPECIFIC OBJECTIVE	ACTIVITY
To gain information concerning payroll deductions	Have students determine take-home pay from a given salary after deductions for insurance, tax, hospitalization, retirement, and Social Security.
To understand procedures for filing income tax	Obtain and have students complete sample state income tax form and federal income tax forms.
To develop an understanding of local tax structure	Discuss types and uses of local taxes. Secure tax forms from county assessor. Invite resource persons (mayor, county treasurer) to give talks on taxation.
To understand how to properly utilize banking services as a means to distribute and hold money	Explain and discuss the savings and checking accounts. Compare banks, loan companies, investment companies, and others. Invite resource persons from local banks. Plan field trip to local bank. Have class participate in activities and problems concerning proper banking procedures. 1. Check writing 2. Deposit slips 3. Loan applications 4. Safety deposit 5. After-hour depository 6. Traveler's checks 7. Certified checks 8. Government savings bonds 9. Withdrawal

EVALUATION	RESOURCE
Test student's ability to make proper deductions from a set salary.	Pamphlets: Money Management Series, Household Finance Corporation.
Test student's understanding of tax forms.	Helping Families Manage Their Money, 40¢, Superintendent of Documents, U.S. Government Printing Office.
Test student's understanding of local tax structure.	Consumers All, $2.75, Superintendent of Documents, U.S. Government Printing Office. Do You Know Your Economic ABC'S? 20¢, Superintendent of Documents, U.S. Government Printing Office.
Give objective test covering banking services.	Facts You Should Know About-- Our Business System--10¢ Your Credit--10¢ Borrowing--10¢ Better Business Bureau of Oklahoma City, Inc.
Observe student's use of banking procedures.	What Every Woman Should Know About Money, 50¢, Mrs. Mercedes Wood, Better Business Bureau of Oklahoma City, Inc. Managing Your Money, $1.00, U. S. Department of Agriculture, Division of Home Economics Federal Extension Service. Money and Your Marriage, Better Business Bureau of Oklahoma City, Inc., Education Service Division. Your Oklahoma Bank, available in classroom quantities from local bank. New York Federal Reserve Bank (Listing of free materials)

GENERAL OBJECTIVE # 5 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
To acquire knowledge concerning credit and its proper use	Investigate and lecture on various types of credit. 1. Person-to-person 2. Charge accounts 3. Revolving accounts 4. Time charges 5. Bank borrowing 6. Credit unions 7. Mortgages 8. Federal loans (FHA, SBA, etc.) 9. Credit cards Class discussion on occasions when credit buying is advisable or not advisable: 1. To purchase a home 2. To purchase a car 3. To purchase necessary home equipment 4. Emergencies such as illness, death, damage to home or property, temporary loss of income, etc. 5. For unnecessary equipment or luxuries 6. When unable to meet payments Resource persons from bank, credit unions, etc. Discuss value of good credit rating. Students relate personal experiences in credit buying.
To be able to plan and prepare a budget	Each student keeps an expenditure record for a period of time (week, month). Overview by teacher on the need for a budget (financial plan). Prepare a budget using a fixed income (based on grade level).

EVALUATION	RESOURCE
Develop and give objective test on types and use of credit.	Resource person and/or two films, 16mm., on personal money management, Oklahoma City Consumer Finance Association. Games, films, filmstrips, and other teaching materials with finance information, Oklahoma State Department of Vocational and Technical Education, Home Economics Division.
Use a case study or student proposed situation to prepare a financial plan based on a specific amount of money.	Credit card application blanks (Teacher's choice) One-week study on budgeting, The National Consumer Finance Association.

GENERAL OBJECTIVE # 6: TO DEVELOP AN APPRECIATION OF THE VALUES OF OUR FREE ENTERPRISE SYSTEM AS RELATED TO OCCUPATIONAL CHOICE

SPECIFIC OBJECTIVE	ACTIVITY
To investigate the advantages and disadvantages of self- and salaried-employment	Make a survey of the community to determine types of self- and salaried-employment. Discuss duties and responsibilities of self- and salaried-employment as related to the community survey. Arrange a panel discussion on advantages and disadvantages of self- and salaried-employment. Invite resource persons (single proprietors and partners). Prepare "Occupational Interview Form" to interview self-employed and salaried-employed. (Pages 110 and 111) Assign student interviews with self- and salaried-employees.
To develop the appreciation of the freedom to choose one's occupation	Arrange a class discussion on the advantages of democracy over other forms of government as related to occupations. Invite resource persons (lawyers, judges, service group representatives). Require class to prepare bulletin boards.

EVALUATION	RESOURCE
Essay type test on the advantages and disadvantages of self-employed and salaried individuals. Compare: 1. Degree of responsibility 2. Size of investment 3. Consumption of time 4. Risk involved 5. Entry opportunity	Oklahoma Employment Security Commission, Research Division. Local Chamber of Commerce Local private employment agency
	Resource person Small business Farmer Big business (chain) Service occupations Waitress Beautician Barber Homemaker
Initiate informal class conversation and observe behavior.	Resource person School administrators Service groups American Legion Veterans of Foreign Wars Materials and films obtained from banks, loan companies, insurance companies, public utilities, Hi-Y, Girl Scouts, and Boy Scouts.

OCCUPATIONAL INTERVIEW FORM

GENERAL INFORMATION

Name_____ Occupation_____

Age: 20-30 30-40 40-50 above

Education:

Grade School (years)_____
High School (years) _____
Trade School _____
College (years) _____
College Degree _____
Major Subject _____
Special Training _____

Specific Information

1. What are the duties to be performed in the occupation?
2. Does the occupation have to do with people or things or both?
3. What are the facilities for obtaining the education and training for this occupation?
4. How expensive is it to prepare yourself?
5. What is the chance for advancement?
6. Are there special physical requirements as to age, height, build, or others?
7. Are the working conditions pleasant, healthful, and conducive to the best effort?
8. Are the hours of work reasonable and regular?
9. Is the work dangerous, and to what extent is it dangerous?
10. Is the work steady or seasonal? Might there be much overtime, night work, or rush work?
11. Is this field over-crowded?
12. What is the approximate beginning salary?
13. Will there be time and sufficient income for recreation and hobbies?
14. What satisfactions or rewards are derived other than a financial nature?
15. Is the occupation likely to change on account of new inventions, a change in public taste, or modern trends?

16. Can you change to some kindred occupation if necessary? To what would you turn?

17. What social relation to the community does the work have?

18. How does one get a job in this field?

19. Does this occupation require living in a certain locality?

20. Would you recommend this occupation to your son or daughter?

career educational planning

CAREER EDUCATIONAL PLANNING

Introduction

Occupational education is a fundamental necessity for an individual's well-being. It must do more than provide a job skill as an immediate utility. It must provide a broad education and a marketable skill suitable to the changing times and needs.

The orientation of the student to the total occupational environment will be advanced through information to him on when to start training, how to proceed with desired training, where training may be secured, and what kind of training will be required to achieve his objective.

After a student has completed his formal education in preparation for his career, he is faced with enumerable problems on how and where to find the right job in the pursuit of his vocation. He must be properly informed as to the opportunities and agencies available to assist him in making his decision.

GENERAL OBJECTIVES

1. To provide information for requirements for admission into various occupational training programs

2. To provide the student with principles involved in selecting a program to fit each individual's need

3. To assist the student in selection of educational and occupational programs available for vocational preparation

4. To familiarize the student with types of institutions that normally provide training for his selected occupation

5. To provide the student with information on ways of evaluating schools

6. To develop an understanding of the need for continued education or training in the various career fields

7. To acquaint the student with financial assistance programs available

8. To acquaint the student with types of employment agencies and their functions

GENERAL OBJECTIVE # 1: TO PROVIDE INFORMATION FOR REQUIREMENTS FOR ADMISSION INTO VARIOUS OCCUPATIONAL TRAINING PROGRAMS

SPECIFIC OBJECTIVE	ACTIVITY
To assist the student in becoming aware of: 1. Admission policies of several principal kinds of occupational training programs	Have students make charts showing specific requirements for admission to various training programs. Include such requirements as: Subjects Special tests and test dates (deadlines in red) Interviews Class standing Age Transcript of record (Transfer the information to transparencies for class use.)
2. The need to check admission requirements to determine eligibility to apply for admission	Have each student assume the role of admissions officer. Have him write a letter to his own parents informing them that their child has been denied admission to a specific program. Include reasons and methods of obtaining a second chance to be admitted. Invite representatives from various training programs to discuss admission policies and requirements. Make a downtown window display of brochures and other printed information about adult training programs. Stress admission policies of each. Include such programs as those found in: Trade schools Area vocational and technical schools Colleges and universities Technical institutes High school vocational programs Business schools Present this information through a program to civic clubs and other organizations.

EVALUATION	RESOURCE
The teacher's observations are very important in evaluating benefits received by the students in each activity. Students' attitudes, involvement, participation, and results reflect a means of evaluating the merits of each activity. Quality of report handed in by student on this unit	Catalogs and brochures available from colleges, universities, vocational schools, business schools, technical schools, and trade schools. Filmstrips: "Your School Record Is Important," Guidance Associates. "Choosing Your Career," Oklahoma State Department of Education, Guidance Division. "High School Course Selection and Your Career," Oklahoma State Department of Education, Guidance Division. Check film catalogs for other appropriate filmstrips and films. Books: Directory of Vocational Training Sources, Science Research Associates, Inc. College Entrance Guide, Grosset and Dunlap.
Reaction of students to guest speakers	
Public responses made by civic clubs and other organizations	

GENERAL OBJECTIVE # 1 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
3. Non-refundable admission fees that are charged by many schools	Teacher should call to the attention of students and explain why.
4. The possibility of failure to be accepted if not qualified	Have students check available school catalogs to insure familiarity with requirements for the programs they are interested in.

EVALUATION	RESOURCE
Have students locate statements in available catalogs indicating non-refundable admission fees. Ask students to explain the reason(s) for not returning this fee.	Catalogs and brochures available from colleges, universities, vocational schools, business schools, technical schools, and trade schools

GENERAL OBJECTIVE # 2: TO PROVIDE THE STUDENT WITH PRINCIPLES INVOLVED IN SELECTING A PROGRAM TO FIT EACH INDIVIDUAL'S NEED

SPECIFIC OBJECTIVE	ACTIVITY
To stress that the educational process must not stop upon graduation from high school	
A. College or university selections	Schedule counselor interviews.
1. Systematic approach to appropriate additional education depends on the needs, abilities, goals, and resources of the individual.	Schedule interviews with representatives from colleges and universities. Have students write letters to selected institutions for handbooks. Arrange for speakers for a career day.
2. The following questions are appropriate for the students to consider. a. Which colleges offer courses in the career fields that I have chosen or am considering? b. Do I have a preference as to the location of the college? c. Is it advantageous to live at home while in school, or should I consider schools at which I may board and room? d. What type of financial aid will I need, and what are the sources of possible aid? e. Do I want to attend a large, medium, or small college? Why? f. Am I particularly interested in a private or state supported institution? g. How do I feel about coeducational institutions? h. Do the results of my college entrance examinations and my past high school grades allow me to select the institution I wish to attend?	Assign detailed investigation report to each student. Include self-assessment of: Academic achievement Mental ability Aptitudes Interests Personality assets and liabilities Physical assets and liabilities Financial resources Family attitudes Personal values Have students complete the answers to questions in objective A-2.

EVALUATION	RESOURCE
Students' reactions to interviews and guest speakers	Books: Turngren, Annette, Choosing the Right College, Harper and Bros.
Teacher's review of the quality of written material handed in	Is College for Me? Sterling Publishing Company. Hodnett, Edward, Which College for You? Harper and Bros. Handbooks from individual universities and colleges.
Student attitude, involvement, participation, and follow-through reflect a means of evaluating the merits of each activity.	Pamphlets: College Careers and You, Science Research Associates, Inc. Comparative Guide to American Colleges, Guidance Associates. How to Select a School or College, No. 142, Good Housekeeping Bulletin Service.
A careful review of these papers will indicate whether or not the student is serious about his selection of a college or university.	

GENERAL OBJECTIVE # 2 (Continued)

SPECIFIC OBJECTIVE	ACTIVITY
i. Of the institutions under consideration, am I sure that they are fully accredited? j. Do they all offer the required courses I will need for my chosen field? k. Does the school offer the educational opportunities of the liberal arts as opposed to the purely technical?	
B. Vocational or technical selections	
1. Many students desire to further their education in work fields which do not require college or university learning.	Encourage general class discussion regarding dignity of jobs in any job family from the unskilled through the professional.
2. The following questions are appropriate for students considering technical occupations.	Explain vocational programs available in local schools and visit selected schools and specific classes.
a. Which technical institutes offer the specific course training I need?	Schedule individual conferences with counselors.
b. Do the results of the aptitude tests taken in high school warrant my taking that specific course training?	Invite speakers from selected industries. Schedule interviews with representatives from schools (include armed forces).
c. Do I have any physical or mental disabilities that would prohibit me from engaging in my chosen vocation?	
d. Is the school I chose on the list approved by the National Council of Technical Schools?	Have students write to selected schools for school handbooks. Include in-class study of these handbooks.
e. Do I have the finances to pay for tuition, books, board, and room? If not, what are the avenues open to me for scholarships, loans, etc.?	
f. What are the job opportunities which will open upon my completion of school?	Present labor statistics by the use of graphs, charts, and pictures. Suggest this be done by the students.

EVALUATION	RESOURCE
Do students show an increased desire to learn more about a particular school or vocation after these interviews?	Books: American Trade Schools Directory and Supplement Service, Croner Publications. Directory of Vocational Training Sources, Science Research Associates, Inc. Spiegler, Charles, and Martin Hamburger, If You Are Not Going to College, Science Research Associates, Inc. Looking at Private Trade and Correspondence Schools: A Guide for Students, American School Counselor Association and National Vocational Guidance Association. Handbooks of individual technical schools. Pamphlets: Splaver, Sarah, After High School--What? Occu-Press. Scates, Alice Yeoman, Programs Below the Bachelor's Degree Level in Institutions of Higher Learning, Bull. No. 9-FS5.3:955.9, Superintendent of Documents, United States Government Printing Office.

GENERAL OBJECTIVE # 3: TO ASSIST THE STUDENT IN SELECTION OF EDUCATIONAL AND OCCUPATIONAL PROGRAMS AVAILABLE FOR VOCATIONAL PREPARATION

SPECIFIC OBJECTIVE	ACTIVITY
To investigate types of training programs available A. High School 1. Distributive Education 2. Business and Office Education 3. Trade and Industrial Education 4. Vocational Agriculture 5. Vocational Home Economics 6. Cooperative Vocational Education 7. Health Occupations Programs 8. Technical Education B. Vocational Rehabilitation C. Universities and Colleges D. Junior Colleges E. Trade Schools F. Vocational-Technical Schools G. Apprentice Training H. Technical Institutes I. Business Schools J. Adult Education	Explanation of vocational programs in the local school by: Vocational class instructor Students presently enrolled in vocational classes Explanation of vocational programs not in local school system by: Vocational-rehabilitation counselor Area vocational and technical school counselor Students presently enrolled in area vocational technical school Invite career day guest speakers. Invite guest speakers from different areas such as industry. Assign individual research projects. (The students should select an area in which they are interested.) Filmstrips Field trips

EVALUATION	RESOURCE
The teacher observations are very important in evaluating benefits received by the students in each activity. Student's attitude, involvement, and participation reflect a means of evaluating the merits of each activity. Student response to questions on high school vocational programs	Bulletins, pamphlets, brochures, and college catalogs from selected schools. Representatives from schools and training programs. Teachers Counselors Students from area vocational and technical schools.
Quality of materials turned in Student reaction to films and field trips	Films: Oklahoma State Department of Vocational and Technical Education "Tell It Like It Is," D.E. "Careers in Home Economics" "Careers in Agriculture" "Where the Action Is" Information about all the vocational programs may be obtained from the Oklahoma State Department of Vocational and Technical Education. Material on apprentice training may be obtained from different trade unions and professional organizations.

GENERAL OBJECTIVE # 3 (continued)

SPECIFIC OBJECTIVE	ACTIVITY
K. Special Schools 1. Manpower Development Training Act programs 2. Handicapped 3. Industrial training 4. Company schools	Make students aware of all special programs.

EVALUATION	RESOURCE
Determine by listening to students' questions whether or not they understand the importance of these special programs.	Book: Career Development Workshop, Kansas State Department of Education.

GENERAL OBJECTIVE # 4: TO FAMILIARIZE THE STUDENT WITH TYPES OF INSTITUTIONS THAT NORMALLY PROVIDE TRAINING FOR THEIR SELECTED OCCUPATION

SPECIFIC OBJECTIVE	ACTIVITY
To investigate types of institutions giving occupational training (more details on pages 134-143) A. Secondary schools 1. College preparatory 2. Vocational 3. Technical 4. Occupational B. Vocational-technical schools 1. Secondary level 2. Post-secondary level 3. Adult training 4. Non-college credit C. Junior colleges 1. Terminal programs 2. Liberal arts programs D. Technical institutes 1. College level work 2. Associate or bachelor degree 3. Emphasis on "doing" 4. Sample programs E. Colleges 1. Degree granting institutions give bachelors and some masters 2. One- or two-year programs also available F. Universities 1. Public and private 2. Undergraduate and graduate degrees G. Professional schools 1. Generally graduate level 2. Generally part of college or university 3. Regulated by appropriate profession 4. Examples a. Dental b. Medical c. Chiropractic d. Osteopathy e. Nursing f. Law g. Seminary H. Various private schools 1. Specific occupations 2. Examples a. Business b. Art c. Cosmetology d. Music	Arrange for representative from various schools to discuss their schools. Have class prepare questionnaire to be used for college day programs. Study catalogs and brochures of various types of schools. Have students work up a classification system for the various types of schools. Have panel discussion on merits and deficiencies of certain types of schools. Use appropriate films and filmstrips. Contact people with specific skills in regard to the types of schools attended. Look through want ads in newspapers and magazines for advertisements of schools and have class type and evaluate the schools. Have students select five different occupations and develop variable programs for preparation. List specific schools with reason for choice. Have student assume role of a school representative and give appropriate talk. Have two students enact a home interview with one taking the role of school representative.

EVALUATION	RESOURCE
The teacher's observations are very important in evaluating benefits received by the student in each activity. Student's attitude, involvement, and participation reflect a means of evaluating the merits of each activity. Quality of student's materials on assignments Student's participation in panel discussion Student's eagerness to participate in this learning situation	Bulletins, pamphlets, brochures, and college catalogs from selected schools. Representatives from schools and training programs. Teachers Counselors Students from area vocational and technical schools. Films: Oklahoma State Department of Vocational and Technical Education "Tell It Like It Is," D.E. "Careers in Home Economics" "Careers in Agriculture" "Where the Action Is" Information about all the vocational programs may be obtained from the Oklahoma State Department of Vocational and Technical Education. Material on apprentice training may be obtained from different trade unions and professional organizations. Films and filmstrips available from Science Research Associates, Inc. Many colleges and universities have films and filmstrips on their schools.

SPECIFIC OBJECTIVE	ACTIVITY
e. Barber f. Welding g. Electronic h. Data processing i. Drafting j. Meat cutting k. Modeling l. Air line employees m. Civil service employees I. Special schools 1. Manpower Development Training Act--Programs implemented by Vocational Education and Oklahoma Employment Security Commission; i.e., farm machinery operators 2. Industrial oriented schools 3. Schools for specific needs a. Mentally handicapped b. Physically handicapped J. Correspondence schools 1. State schools a. Secondary level b. College level c. Graduate level 2. Private schools K. Company sponsored schools 1. Private companies set up special training classes 2. Mostly for up-grading 3. On-the-job and in-service training L. Union sponsored schools 1. Specific occupational trades 2. Usually short term M. Military schools 1. The major service academies 2. Independent military junior colleges and secondary schools N. Armed forces schools 1. In each of the services 2. Training for specific jobs For additional information on most of these schools, see attached supplement.	

EVALUATION	RESOURCE

TYPES OF EDUCATIONAL INSTITUTIONS

I. Secondary schools

A. Many school systems have secondary school programs designed to give a student a salable skill upon completion of the program.

1. When available to high school students, the programs become a part of their high school experience.

2. Some of the programs may be available for graduates and for adults.

B. Several types of programs are offered.

1. Vocational includes business, trade and industries, health occupations, vocational agriculture, and vocational home economics.

2. Technical includes such programs as electronics and drafting.

C. Generally, there is no special certificate given for completion of these programs other than a high school diploma. The specific courses would be listed on a high school transcript. Area schools do give certificates.

D. Some students participating in these programs will attend college or other post-secondary institutions using the obtained skills for an avocation or for financial assistance in going to college.

II. Vocational-technical schools

A. These are schools with programs designed to train students for specific job areas.

1. General academic courses are not offered. Subjects such as English and mathematics are adapted to the vocational and technical goals of the students.

2. Area schools have some programs for secondary students and some programs for graduates and adults.

3. It is not necessary to be a high school graduate to enroll in Oklahoma State Tech, Okmulgee; however, there is a minimum age requirement for non-high school graduates.

a. This is a residential school with a large variety of programs.
b. This school is organized on a trimester basis.

4. Some of the programs available at these schools include:

a. Commercial art
b. Drafting
c. Bookkeeping
d. Baking
e. Auto mechanics
f. Electronics
g. Welding
h. Body work (vehicles only)

B. The courses given at these schools are not recognized for college credit.

C. Certificates are given upon completion of a specific course of instruction.

D. The placement service provided by these schools has proven more than adequate to assure graduates of available jobs.

E. Every effort is made to insure capable and worthy instruction.

F. New programs are introduced regularly when the need demands and the resources are available.

III. Junior colleges

A. These are two-year schools that offer an associate degree.

1. Most junior colleges now offer some terminal programs that prepare a student to enter the field of work upon completion of the course of study. Such programs are drafting, photography, auto mechanics, office practice, and secretarial.

2. Most of the schools also have liberal arts programs that prepare a student for entry as a junior into a college or university at the end of any semester.

B. These schools are supported and regulated by the State or by a community or by a religious organization.

C. Usually the only entrance requirement is a high school diploma.

D. Most Oklahoma schools have dormitory facilities, but in many states cafeteria and dormitory services are not provided.

E. Academic accrediting agencies evaluate these schools. Often a state college or university will endorse (recognize) the credits of a non-accredited school.

F. These schools have successful placement services.

IV. Colleges

A. These schools are established to give work that leads to a bachelor's degree in a specific area.

1. Schools are authorized to grant degrees in such fields as English, history, art, journalism, foreign language, political science, etc.

2. Most colleges give graduate work leading to a master's degree.

B. Some of these schools have special one- and two-year programs in such fields as business, clerical, business secretarial, and commercial art.

1. The credits given for these courses constitute regular college credits and could be applied to a degree program.

2. The student who does not want a degree can take a minimum amount of general academic work. In some cases no general courses (English, history, mathematics) are required.

C. These schools are usually supported and regulated by the State, a religious organization, or occasionally by a private non-religious organization.

D. These schools have specific entrance requirements listed in their current catalogs.

E. The value of the diplomas given is determined by the accreditation of the school.

1. Some non-accredited schools may be endorsed by one or more of the state colleges or universities.

2. Some religious organizations make no attempt to have their schools accredited.

F. These schools have effective placement services.

V. Technical institutes

A. Oklahoma has three technical institutes located in Oklahoma City, Stillwater, and Okmulgee.

1. These institutes are a part of Oklahoma State University.

2. These institutes use the entrance requirements of the University.

B. Some of the technical programs offered are:

1. Aeronautical

2. Construction

3. Drafting Design

4. Electronics

5. Fire Protection

6. Petroleum

C. Most of the programs are two-year programs offering an associate degree.

D. Some degree programs are available.

E. All credits are recognized college credits.

F. The courses are designed for the student who prefers to major in "doing" more than in theory.

G. The placement service has proved to be quite adequate.

VI. Universities

A. These schools are composites consisting of two or more colleges and offering a number of degrees on the undergraduate and graduate levels.

B. These schools are usually supported and regulated by the State, a religious organization, or occasionally by a private non-religious organization.

C. These schools have specific entrance requirements listed in current catalogs.

D. The value of the diplomas given is determined by the reputation of the school.

E. These schools have very effective placement services.

VII. Professional schools

A. These schools are generally on a graduate level.

B. They seek to train a person for a certain profession.

C. Some of the professional training includes:

1. Dental

2. Medical

3. Chiropractic

4. Osteopathy

5. Nursing

6. Law

7. Seminary

D. Each school has its own entrance requirements and degree standards.

E. These schools are sometimes regulated by the appropriate profession.

F. Entrance is selective and sometimes difficult to obtain.

G. Many of these schools are associated with colleges and/or universities.

VIII. Various private schools

A. Almost every type of occupation has schools that are organized to train for that field.

B. Examples of these schools are:

1. Business
2. Art
3. Cosmetology
4. Music and Conservatories
5. Barber
6. Welding
7. Electronic
8. Data Processing
9. Drafting
10. Meat Cutting
11. Modeling
12. Air Line
13. Civil Service

C. It is generally left to the individual to determine if such a school is worthwhile.

D. Students and parents or guardians are urged to thoroughly investigate curriculum offerings, financial costs and obligations, and the specific occupations for which the students will be qualified after completing the course <u>before signing a contract</u>.

IX. Special schools

A. Manpower Development Training Act supplies funds to qualified special schools.

1. These programs are implemented by Vocational Education and Oklahoma Employment Security Commission.

2. Examples of these are training programs for farm machinery operators, machinists, and sewing machine operators.

3. These are short-term programs of from six to sixteen weeks.

B. Industrial oriented schools are sponsored by the State Department of Vocational and Technical Education in cooperation with existing or new industries wishing to locate in Oklahoma.

C. Schools are designed for the mentally handicapped and the physically handicapped.

X. Correspondence schools

A. State schools offer correspondence courses on several levels.

1. Some colleges and universities offer accredited courses on the secondary level and on the college level.

2. The University of Missouri offers graduate courses.

3. The University of Nebraska offers a program leading to a high school diploma by correspondence.

4. High schools in Oklahoma can give credit only for correspondence work through one of the state schools.

5. Each college restricts the number of college credits that can be earned through correspondence.

B. Private schools offer correspondence courses.

1. Such schools as international correspondence schools offer many courses on many levels.

2. Prospective students should investigate claims of such schools and make certain that appropriate goals can be met by successful completion of work.

GENERAL OBJECTIVE # 5: TO PROVIDE THE STUDENT WITH INFORMATION ON WAYS OF EVALUATING SCHOOLS

SPECIFIC OBJECTIVE	ACTIVITY
To inform the student of the physical and economical quality of the school Age and background of the school Financial status of the school where pertinent Size of the school Buildings, facilities, and equipment (library for colleges) Availability of room and board	Guide a study of individual catalogs. 1. Each student to study a different school 2. Class to determine things to look for in a catalog Direct college visits. 1. Arrange to visit a school or class (if possible) 2. Arrange for visit by individual students to schools 3. Students to prepare a questionnaire 4. Students to give oral or written evaluations 5. Students to write letters of appreciation to appropriate officials Have students correspond with school of their choice. 1. Write for lists of accreditation from appropriate agencies 2. Write for information from U.S. Department of Education 3. Write for information from State Department of Education 4. Write for specific evaluations from Chambers of Commerce and Better Business Bureaus Organize debates and/or panel discussions. 1. Private versus public schools 2. Colleges versus universities 3. Colleges versus technical-vocational schools 4. Correspondence versus residential Schedule interviews and visits. 1. Representatives from schools 2. Businessmen and professional people to visit class 3. Students to visit people in town
To inform the student of the professional quality of the school Recognition of the school State Department of Education Local school officials Community (of the school) Appropriate accrediting agencies Potential employers Veterans' Administration for training under GI Bill Teaching staff Training and experience Tenure Curriculum of the school Courses available Advanced training available Value of diploma or certificate Recruitment program of the school Use of professional staff members or professional salesmen Entry requirements Type of contractual obligation and methods of payment Job placement promises	
To evaluate the school for personal gains Type of school most suitable for a specific occupational goal University College Vocational-technical school Privately owned college Short-term private school Correspondence school	

EVALUATION	RESOURCE
The teacher's observations are essential in evaluating benefits received by the student in each activity. Response of the student to questions regarding subject matter coverage Quality of materials or reports handed in by the students Student's knowledge of various training schools	Books: Bogue, Jesse P., American Junior Colleges, American Council on Education. Cohen, Nathan, Vocational Training Directory of the United States, 3rd Edition, Potomac Press. Lovejoy, Clarence E., Lovejoy's Vocational School Guide, Simon and Schuster, Inc. Directory of Vocational Training Sources, Science Research Associates, Inc. Miller, J.W., and W.J. Hamilton, The Independent Business School in American Education, McGraw-Hill, Webster Division. Encyclopedia of American Associations, Gale Research Company. Catalogs and annuals are available from various universities, colleges, and private schools. Lists of accredited schools for specific jobs are available in the vocational guide sets published by Chronicle Guidance Publications, Inc. Careers, Inc. Pamphlets: Approved Schools of Practical Nursing, National Association of Practical Nurse Education, Inc. Accredited Dental Hygiene Programs, American Dental Association. Directory of Business Schools, National Association and Council of Business Schools.
Reaction of students to guest speakers	

GENERAL OBJECTIVE # 5 (continued)

EVALUATION	RESOURCE
Economical factors in evaluation Cost of tuition Cost of books, equipment, tools Cost of commuting or of room and board Financial help available	

EVALUATION	RESOURCE
	Directory of Schools and Colleges Offering Courses for Training of Managers, Supervisors, and Workers in the Hotel and Restaurant Industry, National Council on Hotel and Restaurant Education. Directory of National Trade Associations, U.S. Department of Commerce. 25 Technical Careers You Can Learn in 2 Years or Less, U.S. Office of Education Don't Overlook the Business College, United Business Schools Association. Book: Health Careers Guidebook, U.S. Department of Labor. Further sources of information: List of approved schools and programs, National Council of Technical Schools. List of approved schools, Engineers' Council for Professional Development. List of approved schools in any medical field, American Medical Association. Directory of Catholic Schools, National Catholic Welfare Council. United Business Schools Association National Association and Council of Business Schools Associated Master Barbers and Beauticians of America

GENERAL OBJECTIVE # 6: TO DEVELOP AN UNDERSTANDING OF THE NEED FOR CONTINUED EDUCATION OR TRAINING IN THE VARIOUS CAREER FIELDS

SPECIFIC OBJECTIVE	ACTIVITY
To help the student realize:	
On-the-job training opens the door to positions of greater responsibility and greater wage-earning power.	Schedule students presently working in on-the-job experiences to report their experience to the class. Conduct a survey of local industries that provide on-the-job training.
The first job need not be considered the end of the line. Technology and automation influence change in occupations.	Conduct interviews with people on the street regarding relationship of present employment with that first job and method of advancement. Record interview by use of tape recorder.
Drop-outs may take advantage of various available programs. For example: · Public Programs Area Vocational-Technical Schools Apprentice Programs Residential Trade Schools Private Schools	Prepare a follow-up study of dropouts from the local community.
The changing world of work requires adults to return for training as an upgrading situation or for re-training for a new job.	Arrange for speakers to bring information to the class concerning job advancement through correspondence study and night classes. Invite specific resource persons to speak on adult education.
The age of automation creates a tremendous need for additional education or training.	Assign written reports on: 1. The changing occupational world 2. Occupations that will continue to exist during the students' lifetimes. Arrange panel discussion on new jobs created by automation. Show filmstrips listed under instructional materials.

EVALUATION	RESOURCE
Results of local survey of industries	Current newspapers and magazines Correspondence study from various colleges
Number of dropouts inquiring about on-the-job training	Tape recorder and blank tape Handbook: A Guide for Developmental Vocational Guidance--K-12, Oklahoma State Department of Education.
Reaction of students to resource personnel	
Quality of reports handed in as assignments by the students on this unit	Filmstrips: "Preparing for the Jobs of the 70's," Guidance Associates. "The Empty Lot," U.S. Office of Education, Bureau of Vocational Education Research.
Participation by students in discussion from panel presentation	
The teacher's observations are very important in evaluating benefits received by the students in each activity.	

GENERAL OBJECTIVE # 7: TO ACQUAINT THE STUDENTS WITH FINANCIAL ASSISTANCE PROGRAMS AVAILABLE

SPECIFIC OBJECTIVE	ACTIVITY
To help the student realize that many types of financial programs are available to the student to assist him in gaining his desired educational goals in life	Lecture to class on means of obtaining financial assistance.
Fellowships Universities, colleges Private industries, organizations Private individuals, foundations	Invite representatives of schools and organizations to discuss their means of assistance.
Scholarships Universities, colleges Private industries, organizations Private individuals, foundations Federal government U.S. Higher Education Act, 1965 Armed Forces Education Assistance Programs Armed Forces Reserve Officer Training Corps Veterans' Administration Armed Forces Academies Merchant Marine Academy Coast Guard Academy Bureau of Indian Affairs	Have students practice filling out application blanks.
Grants Vocational rehabilitation National Defense Education Act, 1958 Veterans' Administration (GI Education Benefits) Nurse Training Act, 1964 Private industries, organizations Private individuals, foundations	Insure that students begin to consider their financial status and ability to attend certain types of institutions.
Loans National Defense Education Act, 1958 Private individuals, foundations Guaranteed student loans Commercial banks and savings and loan associations	Make students aware of the need for a confidential report of parents' financial status.

EVALUATION	RESOURCE
Survey of parents to determine if they have been made aware of availability of financial programs to aid students Personal inquiries of student Reaction of students to guest speakers Quality of written materials handed in to the teacher Follow-up study to see if student took advantage of financial programs available Personal inquiries of students The teacher's observations are necessary in determining benefits received by the students in each activity. Student attitude, involvement, and participation reflect a means of evaluating each activity.	Pamphlets: Financial Assistance, Oklahoma State University, Director of Student Affairs Financial Aids Program, University of Oklahoma, Director of Student Affairs. Need a Life, American Legion Education and Scholarship Program, Americanism Division. Financial Aid for Higher Education, Superintendent of Documents, U.S. Government Printing Office. Guidelines for Pupil Services, Wisconsin Department of Public Instruction. Educational Assistance, Veterans' Administration. The Bulletin of the National Association of Secondary-School Principals, Vol. 49, No. 301, National Education Association. General Motors Educational Opportunities, General Motors Corporation. Careers, Oklahoma State University, School of Technical Training. Medical Education Loan Guarantee Program, American Medical Association. Scholarships and Fellowships Available to Institutions of Higher Education, U.S. Office of Education.

GENERAL OBJECTIVE # 7: (Continued)

EVALUATION	RESOURCE
Special programs Neighborhood Youth Corps Vocational Education Act, 1963 Vocational Amendments of 1968 Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963 Manpower Development and Training Act, 1963 Work Study Program of the U.S. Higher Education Act of 1965 Adult Education Program, Basic Education, State Department of Education State Welfare Programs Social Security Programs Farmers' Home Administration	Invite representative of Vocational Rehabilitation, Welfare Agencies, and Social Security Agencies to explain their programs.

EVALUATION	RESOURCE

GENERAL OBJECTIVE # 8: TO ACQUAINT THE STUDENT WITH TYPES OF EMPLOYMENT AGENCIES AND THEIR FUNCTIONS

SPECIFIC OBJECTIVE	ACTIVITY
To acquaint the student with the basic differences between the various types of employment agencies Public a. State employment service b. Civil service School placement offices a. Universities and colleges b. Junior colleges c. High schools d. Area vocational-technical schools e. Technical training schools f. Trade schools g. Private schools	Explain the three types of employment agencies. Invite guest speakers from employment agencies and personnel directors from businesses. Plan field trips to employment agencies in the area. Separate the class into three groups and give each group an agency to research and report on. This can be done with a class debate on the pro's and con's of each.
To inform the students of important factors concerning employment agencies Location Cost Services rendered Personal requirements Personal resume sheets	Film or filmstrips

EVALUATION	RESOURCE
Response of the students to questions about employment agencies	Small Business Administration
Reaction of students to guest speakers	Local newspapers Telephone directories
Class reaction of students to the field trip	Brochures and related materials from private employment agencies, school placement services, and state employment agencies.
The teacher observations are very important in evaluating benefits received by the students in each activity. Student attitude, involvement, and participation reflect a means of evaluating the merits of each activity.	Films: Oklahoma State Department of Vocational and Technical Education "Your Job: Finding the Right One," 16mm., 13½ minutes, color. "Your Job: Applying for It," 16mm., 16 minutes, color. Audio-Visual Center, Oklahoma State University and University of Oklahoma "Finding the Right Job," 16mm., 10 minutes, black and white. "Community Advisory Service," 16mm., 27 minutes, black and white. "Getting a Job," 16mm., 16 minutes, black and white.

PUBLISHERS

Allyn and Bacon, Inc., 153 Tremont Street, Boston, Massachusetts 02100.

American Council on Education, Washington, D.C. 20036.

American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

American Dental Association, Council on Dental Education, 222 East Superior Street, Chicago, Illinois 60626.

American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60626.

American Legion Education and Scholarship Program, Americanism Division, P. O. Box 1055, Indianapolis, Indiana 46206.

American Medical Association, 535 North Dearborne Street, Chicago, Illinois 60610.

American School Counselor Association and National Vocational Guidance Association, Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207.

Associated Master Barbers and Beauticians of America, 537 South Dearborne Street, Chicago 5, Illinois 60600.

Association Films, Inc., 1621 Dragon Street, Dallas, Texas 75207.

Avon Cosmetics, Inc., 83rd and College, Kansas City, Missouri 64141.

Bell Telephone Company, 111 Northwest 3rd, Oklahoma City, Oklahoma, Ph. 585-6911.

Bellman Publishing Company, P. O. Box 172, Cambridge, Massachusetts 12138.

Better Business Bureau of Oklahoma City, Inc., Commerce Exchange Building, Oklahoma City, Oklahoma 73102.

B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

Bruce Publishing Company, 400 North Broadway, Milwaukee, Wisconsin 53201.

Careers, Largo, Florida 33540.

Catholic Hospital Association, St. Louis, Missouri 63104.

Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio 43212.

Chamber of Commerce of the United States, Washington, D.C. 20006.

Chronical Guidance Publications, Inc., Moravia, New York 13118.

Combined Book Exhibit, Inc., Briarcliff Manor, New York, New York 10510.

Coronet Films, Coronet Building, Chicago, Illinois 60611.

Croner Publications, Queens Village, New York, New York 10003.

Day Co., John, 62 West 45th Street, New York, New York 10036.

Delmar Publishing, Inc., Mountain View, Albany, New York 12205.

Doubleday and Company, Inc., 277 Park Avenue, New York, New York 10017.

Drake, Frederick, J. and Company, 7312 North Ridgeway Avenue, Skokie, Illinois 60607.

Educational Resources, Inc., Division of Educational Design, Inc., P. O. Box 103, 11 Church Street, South Orange, New Jersey 07079.

Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois 60607.

Engineers' Council for Professional Development, 29 West 39th Street, New York 17, New York 10006.

Fairview Audio-Visual Company, P. O. Box 142, Tulsa, Oklahoma 74112.

Federal Bureau of Investigation, 5104 North Francis, Oklahoma City, Oklahoma.

Ferguson, J. G., Publishing Company, 6 North Michigan Avenue, Chicago, Illinois 60602.

Follet Educational Corporation, 1010 West Washington Boulevard, Chicago, Illinois 60607.

Gale Research Company, 424 Book Tower, Detroit, Michigan 48200.

General Motors Corporation, Allison Division, 219 East Atkinson Plaza, Oklahoma City, Oklahoma.

Good Housekeeping Bulletin Service, 57th Street at 8th Avenue, New York, New York 10019.

Grosset and Dunlap, Inc., 51 Madison Avenue, New York, New York 10010.

Guidance Associates, P. O. Box 5, Pleasantville, New York 10570.

Harper and Brothers, 49 East 33rd Street, New York, New York 10016.

Household Finance Corporation, 406 West Main Street, Oklahoma City, Oklahoma 73100.

Internal Revenue Service, Federal Building, Oklahoma City, Oklahoma 73100.

Kansas State Department of Education, 120 East Tenth, Topeka, Kansas.

Lippincott, J. P. and Company, 227 South 6th Street, Philadelphia, Pennsylvania 19105.

Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106.

McGraw-Hill Films, 327 West 41st Street, New York, New York 10036.

McGraw-Hill Book Company, Webster Division, 330 West 42nd Street, New York, New York 10036.

Milady Publishing Company, 3839 White Plains Road, Bronx, New York 10400.

National Audio-Visual Association, Inc., 3150 Spring Street, Fairfax, Virginia 22030.

National Association and Council of Business Schools, 601 13th Street, N.W., Washington 5, D.C. 20003.

National Association for Practical Nurse Education, Inc., 654 Madison Avenue, New York 21, New York 10003.

National Business Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

National Catholic Welfare Council, 1312 Massachusetts Avenue, N.W., Washington 5, D.C. 20023.

National Consumer Finance Association, 1000 16th Street, N.W., Washington, D.C. 20036.

National Council of Technical Schools, 1507 M. Street, N.W., Washington 5, D.C. 20023.

National Council on Hotel and Restaurant Education, P. O. Box 7727, Benjamin Franklin Station, Washington 4, D.C. 20036.

National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606.

National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

National Health Council, 1740 Broadway, New York, Yew York 10010.

National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009.

New American Library, The, 501 Madison Avenue, New York, New York 10022.

New Holland Machine Company, New Holland, Pennsylvania 17557.

New Jersey State Department of Education, Trenton, New Jersey 08600.

New York Federal Reserve Bank, P. O. Box 10045, New York, New York.

New York Life Insurance Company, Career Information Service, 51 Madison Avenue, New York, New York 10010.

North Carolina Department of Public Instruction, Division of Vocational Education, Raleigh, North Carolina 27600.

Occu-Press, 489 Fifth Avenue, New York, New York 10017.

Oklahoma City Consumer Finance Association, 5131 Classen Boulevard, Oklahoma City, Oklahoma.

Oklahoma Employment Security Commission, Will Rogers Building, State Capitol, Oklahoma City, Oklahoma 73105.

Oklahoma State Department of Education, Guidance Division, 310 Will Rogers Building, Oklahoma City, Oklahoma 73105.

Oklahoma State Department of Education, Home Economics Division, 4100 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

Oklahoma State Department of Health, 3400 Northeastern, Oklahoma City, Oklahoma.

Oklahoma State Department of Vocational and Technical Education, 1515 West 6th Avenue, Stillwater, Oklahoma 74074.

Oklahoma State Employment Security Commission, Will Rogers Memorial Office Building, Oklahoma City, Oklahoma 73105.

Oklahoma State Employment Service, Research and Planning Division, Will Rogers Memorial Office Building, Oklahoma City, Oklahoma 73105.

Oklahoma State University, Audio-Visual Center, Stillwater, Oklahoma 74074.

Oklahoma State University, Director of Student Affairs, Stillwater, Oklahoma 74074.

Oklahoma State University, School of Technical Training, Stillwater, Oklahoma 74074.

Potomac Press, Arlington, Virginia 22200.

Psychological Corporation, The, 304 East 45th Street, New York, New York 10017.

Public Affairs Pamphlets, 22 East 38th Street, New York, New York 10016.

Science Research Associates, Inc., 259 East Eric Street, Chicago, Illinois 60611.

Simon and Schuster, Inc., Rockefeller Center, 630 Fifth Avenue, New York, New York 10020.

Society for Visual Education, Inc., Division General, 1345 Diversey Parkway, Chicago, Illinois 60614.

Southwestern Publishing Company, 5101 Madison Road, Cincinnati, Ohio 45227.

Small Business Administration, Washington, D.C.

Steck-Vaughn Printing Company, P. O. Box 2028, Austin, Texas 78767.

Sterling Educational Films, 241 East 34th Street, New York, New York 10016.

Sterling Publishing Company, 419 Park Avenue, South, New York, New York 10016.

Strange, Les, Associates, 3376 Washtenaw Avenue, Ann Arbor, Michigan 48103.

Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. 20402.

United Business Schools Association, 1101 17th Street, N.W., Washington, D.C. 20036.

University of Missouri, Columbia, Missouri 65201.

University of Oklahoma, Audio-Visual Center, Norman, Oklahoma.

University of Oklahoma, Director of Student Affairs, Norman, Oklahoma.

United States Air Force, Film Library Center, 8900 South Broadway, St. Louis, Missouri 63100.

United States Department of Agriculture, Division of Home Economics Federal Extension Service, Washington, D.C.

United States Department of Commerce, Washington 25, D.C. 20210.

United States Department of Health, Education, and Welfare, Washington, D.C. 20203.

United States Department of Labor, Bureau of Labor Statistics, United States Government Printing Office, Washington, D.C. 20402.

United States Department of Labor, Manpower Administration, United States Government Printing Office, Washington, D.C. 20402.

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United States Office of Education, Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

United States Office of Education and the National Industrial Conferences Board, Washington, D.C. 20402.

Veterans' Administration Contact Office, Federal Courthouse Building, Oklahoma City, Oklahoma.

Walch, J. Weston, Portland, Maine 04104.

Wisconsin Department of Public Instruction, Madison, Wisconsin.